



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

EALING FIELDS FREE SCHOOL

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Application checklist

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

<p>7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

<p>Section I of your application</p>		
<p>9. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the 'How to Apply' 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 acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company

Print name:

Date:

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

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



Please note that the text boxes can be made bigger expanding the row in which it sits.
To insert a new line in a text box, press alt + enter.

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

Basic information

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

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Ealing Fields Academy Trust
Company address:	<Redacted>, Ealing, <Redacted>
Company registration number:	8654079
Date when company was incorporated:	16-Aug-13
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please list all company directors, 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:

Further details about the group

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

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

If you already run more than one 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: NA

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: NA

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 NA

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

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

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

Links to other organisations

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

If Yes, please provide the following information about each organisation:
 • their full name;
 • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and
 • the role that it is envisaged they will play in relation to the free school.
 There are no links that would overlap with the free school.

<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</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>No</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>NA</p>

Please note that the text boxes can be made bigger expanding the row in which it sits.
To insert a new line in a text box, press alt + enter.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
<p>In which local authority is your preferred location?</p>	<p>Ealing</p>
<p>Proposed opening year:</p>	<p>2015</p>
<p>Age Range:</p>	<p>11-18</p>
<p>If 'other' please specify</p>	
<p>Will the school have a sixth form?</p>	<p>yes</p>
<p>Will your school be co-educational or single sex?</p>	<p>Co-educational</p>
<p>Is your school a hybrid type?</p>	<p>Not a hybrid</p>
<p>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:</p>	<p>No</p>
<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p>	<p>No</p>
<p>If you answered yes to either of the above questions, please say which faith:</p>	<p>Please select</p>
<p>If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:</p>	
<p>Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?</p>	<p>None</p>
<p>If other, please specify</p>	
<p>Maximum capacity of proposed free school, NB please use numbers only:</p>	<p>840</p>
<p>Please say which year groups the school will have in first year and the PAN for each</p>	<p>Year 7, 120 Pupils in 4 FE</p>
<p>Date proposed school will reach expected capacity in all year groups:</p>	<p>2022</p>
<p>Will your proposed school include residential provision?</p>	<p>No</p>
<p>If 'Yes', please give further detail:</p>	

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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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?	No
--	----

If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	11-15
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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
--	----

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

Will you adopt non-standard terms and conditions for teachers?	No
--	----

Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	Enhanced national curriculum, extended school day.
--	--

Section C: Education vision

THE RATIONALE FOR ESTABLISHING EALING FIELDS FREE SCHOOL (EFFS)

Ealing Fields Free School (EFFS) has an ambitious vision for children and young people in South Ealing. The vision has been built on four key areas: **Scholarship**, and excellent academic achievement for all; **Preparedness**, for world class universities and jobs of significance and importance; **Fulfilment**, developing lifelong passions and **Citizenship**, becoming proactive participants in the wider world.

At present South Ealing parents face a number of challenges when choosing their secondary school place. EFFS will address a number of these challenges as well as increase diversity and choice:

A shortage of appropriate secondary school provision

There is a critical need for more secondary provision in Ealing. In order to meet the growing birth rate, the council's Primary Expansion Programme (PEP) has provided an additional 24 forms of entry (FE) across the borough. This will have a significant impact on secondary schools from September 2016. Current projections indicate that in 2016 the borough needs to provide an additional 585 Year 7 placesⁱ. By September 2019, this number is expected to increase to 1142, making Ealing the fourth most affected local authority nationally in relation to predicted shortfall of secondary school placesⁱⁱ. This need is in addition to the places created through the expansion of Dormers Wells (2012), Cardinal Wiseman (2013) and the free school in Greenford (2013).

Insufficient parental choice

South Ealing is poorly served in terms of secondary school choices. Only 4 mixed sex, secular secondary schools in Ealing perform at or above the GCSE 5 A* to C including Maths and English national average; these schools are not accessible to local pupils because they live outside the catchment areas. In 2015 there will be 11 mixed, secular secondary schools that pupils can apply to. The table overleaf lists these schools alongside recent attainment data.

Ealing Fields Free School

2012	Elthorne Park	Acton	Drayton Manor	Brentside	Villiers	Dormers Wells	William Parkin	Featherstone	Greenford	Northolt	Alec Reed Academy	National Average
2012 % 5 GCSE A* - C (including Maths and English)	58	46	60	70	50	51	NA	66	73	45	43	58.8
EBacc	27	9	42	25	7	12	NA	11	30	9	3	16.2
Most recent Ofsted Grade	2	2	1	2	3	2	NA	1	1	3	3	NA

Due to oversubscription of the higher attaining schools, Elthorne Park High School is currently the only mixed sex school with close to average attainment levels that some children in the area currently access.

From 2017 it is unlikely that any children in South Ealing who do not already have siblings at Elthorne Park will be allocated a place there. Fielding Primary School, located 0.6 miles from Elthorne Park High School, has expanded by 1FE and in 2016 an additional 30 children will be transferring to secondary school. The catchment distance for Fielding is currently 0.49 miles (even after expansion), indicating that all of these additional 30 children will live nearer to Elthorne Park than children in other parts of South Ealing.

Between 2015 and 2018 Northolt High and Villiers High schools are projected to be the only in borough schools to hold surplus places. Both are graded by Ofsted as Requiring Improvement. The local authority have indicated that during this time if supply across the borough continues to exceed demand they will counterbalance surplus in older year groups in these schools to offer more Year 7 places. They state that “*this would only act as a short-term solution until 2018*”ⁱⁱⁱ; however, it is a totally unacceptable solution to local parents.

Parental aspiration

Consultation with parents (see Section E) highlighted that local parents have high aspirations for their children, including high aspiration for academic attainment. They want their children to attend a high attaining school.

However, the four mixed sex secular schools that attain above the national average percentage of 5 A*-C GCSEs are outside the catchment distance.

The need for a school that prepares young people for 21st Century Skills - academic excellence

Attainment data of pupils in South Ealing suggest that with good teaching our pupils will achieve excellent academic results. However, in order to succeed in the 21st century, academic success alone is insufficient:

“There is a significant disconnection between education systems and the needs of 21st century employers. People may or may not have the right clutch of certificates – but far too few of them have the attitudes that employers know are the important foundations of the elusive ‘world-class work force’”^{iv}

Edexcel’s 2009 study identified problem solving, creativity, initiative, responsibility, team work, empathy and communication skills as the key skills that are needed. Our pupils will recognise their worth and be ready to utilise these skills across a range of contexts.

The need for a school that prepares young people for diversity - positive approaches

Ealing is recognised as having the fourth most ethnically diverse population of all local authority areas in the country in terms of the number of people from different ethnic backgrounds residing here and the evenness of their distribution across the borough^v.

South Ealing’s multicultural, urban community exposes children to multiple pressures and uncertainties. Different value systems collide daily as pupils are exposed to conflicting values and opinions. This can be exciting and liberating but it can also be stressful and demanding. Whether our pupils succeed and have high aspirations will depend on how well they can think for themselves. Success demands a level of emotional and mental development that is facilitated through a focus on 21st Century skills.

Creating a strong community - emphasis on citizenship

There are 57 residents per hectare in Ealing. This is 8 people more per hectare than the London average and 20 people more than the Outer London average^{vi}. Projections indicate an increase of 9 residents per hectare for Ealing between 2011 and 2026, bringing the density to 66 people per

hectare ^{vii}. Therefore, children in this area need to learn how to live constructively, democratically and productively with a diverse range of people living in close proximity.

The well-publicised rioting and looting that took place on the streets of Ealing in 2011, indicates that stresses and tensions can and have arisen in this area. Whilst debate still rages as to the causes of the riots, we recognise the local, national and global need to enable our pupils to become active, informed, participatory and responsible citizens. In order to achieve this, pupils need access to a curriculum that enables them to understand the structures and systems in society as well as the roles and responsibilities that they need to fulfil.

Parental Demand for EFFS

1243 parents have stated that if EFFS opens this will be their first choice school (see Section E for further details).

THE VISION FOR EFFS

Ealing Fields Free School (EFFS) will inspire and enable pupils to enjoy and engage in learning; to be committed to doing the best they can and to leave with the qualifications, knowledge, skills and dispositions to realise their career and life aspirations and to make a real impact in the world.

EFFS will be a secondary school for 11 to 18 year olds which will be known for outstanding academic achievement. We will also be recognised as a school that fully prepares pupils to excel both in future study and in the world of work. We will be known for our capacity to prepare our pupils for living life to the full, and for contributing to their community.

EFFS has developed a vision that addresses 4 key needs of our pupils:-

1. The need for high quality provision in the area: Our vision of **Scholarship** will facilitate excellent academic achievement for all.
2. The need to prepare local pupils for success in the 21st century: Our vision of **Preparedness** will fully prepare pupils for world class universities and jobs of significance and importance.
3. The need to prepare local pupils for a fulfilling life: Our vision of **Fulfilment** will enable pupils to develop lifelong passions.

4. The need to engage pupils in society: Our vision of **Citizenship**; will ensure our pupils become responsible and proactive participants in the world that they will inherit.

Our community supports this vision; our engagement activities indicated that high academic attainment was a key outcome that parents wanted from a school (see section E for how we collected this data) but they also wanted more.

The Scholarship Vision

EFFS will be ambitious for all its pupils and enable them to achieve the qualifications needed to access world class universities and to enter into fulfilling jobs of significance and importance.

Our pupils will develop **intellectual capital** ^{viii} so that when they leave EFFS they will have developed a body of knowledge providing them with a strong foundation for success in our society.

Section D (page 19) highlights the key characteristics of our cohort; our ambition is to deliver high attainment for the complete EFFS cohort. We will continually stretch high attaining pupils and close the gap for those who arrive with less developed skills.

Distinctive Features of the Scholarship Vision

- ***Individualised academic curriculum:***

The academic strand of EFFS's curriculum will focus on depth of learning in the EBacc subjects. Breadth will be achieved through our other curriculum strands. Every child will have a personalised learning plan that will be reviewed every half term (see section D2). English and Maths will be priority subjects and those who need greater opportunities to achieve in these core, stepped subjects will access mastery classes to ensure they achieve the much needed A* to C in these pathway subjects.

- ***Quality of Teaching***

The most significant impact on attainment is the quality of teaching, especially the quality of the feedback that teachers give to pupils ^{ix}. We will ensure that we start with a strong leadership team that recruits the best teachers, provides the right cultural climate and supports teacher development through strong Continuing Professional Development and Joint Practice Development.

- *Regular joint target setting and reviewing*

Every half term pupils will attend a target setting and reviewing session with their tutor and progress against ambitious targets will be monitored. The target setting process will establish the differing roles and responsibilities that each pupil, teacher and parent will undertake and will provide an action plan detailing how they will work together.

- *Parental engagement*

Parents are the most influential educators in a pupil's life, but many schools fail to take advantage of this ^x.

It is often assumed that positive benefits are afforded to children of relatively affluent families, like many of those in the EFFS's catchment area. However, parental involvement in school is a more powerful force than the educational or social background of the pupil's family ^{xi} and can raise standards of pupil attainment by 15% between the ages of 11 and 16 years ^{xii}. This is why EFFS will facilitate high levels of parental engagement; the high expectations that we will have for everyone at EFFS includes high expectations of parent /carer involvement in their child's learning.

We will not only create an "open door culture" for parents, they will also be able to access progress data and personal learning plans through a learning gateway that will be available through the school website. They will be able to give feedback for use during the half termly reviews and will be expected to attend at least three of these reviews each academic year (see Section D).

The Preparedness Vision

Our community engagement activities indicated that parents wanted an education for their children that would not only provide excellent academic qualifications but would also focus on the skills and dispositions that would help their children confront challenges calmly, confidently and creatively.

Through our Building Learning Power curriculum (see Section D) EFFS will equip pupils with the skills and dispositions that are needed to excel in today's competitive, global jobs market. These 21st century skills will also prepare our pupils to succeed in a multi-faceted society ^{xiii}.

Distinctive Features of the Preparedness Vision

- *Building Learning Power Curriculum/ Dual Focussed Lessons*

Dual Focused lessons (DFLs) will involve teachers and pupils working together towards a curriculum objective and Learning to Learn (BLP/learning processes) objective in each lesson, in order to develop pupils 'skills in problem solving, creativity, initiative, responsibility, team work, empathy and communication.

In addition to supporting 21st Century Skill development, paying greater attention to how pupils learn will enhance performance and attainment and will create more motivated learners both inside and outside the classroom ^{xiv}, cultivating the skills that are essential for 21st century life whilst simultaneously facilitating good academic results.

Building Learning Power (BLP) has a strong evidence base that demonstrates that a whole school focus helps to raise attainment and improve levels of independence and autonomous learning ^{xv}. Ofsted inspectors have also explicitly commented on the favourable impact that BLP has on learners ^{xvi}.

- *E- Confidence and Digital Literacy*

The concept of today's children being digital natives is increasingly being challenged ^{xvii} and we cannot assume that children will acquire strong enough digital skills without care and attention being given to this.

Because a key part of being 21st Century ready involves understanding the best ways to harness the power of technology, our ICT and Design and Technology curricula will go beyond what is on offer at other local secondary schools and will ensure that, by the end of Key Stage 3, our pupils will have high levels of digital literacy and will have developed e- confidence.

The Fulfilment Vision

At EFFS our pupils will learn how to access the life enhancing benefits that participation in art, drama, music and sport brings. Our community engagement activities highlighted the even weighting that the parent community placed on music, sport, art and performing arts. Therefore, EFFS will offer a strong and comprehensive enrichment programme that embraces all of these, allowing for pupils to specialise in Key Stage 4.

Our enrichment curriculum will promote wellbeing, uniqueness and creativity. It will, in part, focus on developing skills in these areas in order to nurture future artists, musicians, actors/actresses and sports men and women. However, we will also teach pupils how to appreciate and enjoy the work of accomplished experts in these fields so they can make the most of London's rich cultural heritage during their school days and throughout their lives.

Distinctive Features of the Fulfilment Vision

- *Longer School Day/ Equality of Opportunity*

We intend to use our academy freedoms to accommodate our comprehensive enrichment programme by extending the school day, making it longer than other local schools. All pupils will work towards sporting events, music performances, theatre productions and art exhibitions because access to a significant level of learning in cultural and sporting areas will be built into the school day.

- *Enrichment Providers*

We will create links with local cultural and sporting clubs and providers to ensure our pupils access the best and most inspirational instruction. We intend to use our academy freedoms to commission organisations like Questors Academy, Ealing Studios, Ealing Trailfinders (WASPs) Rugby Club and the London School of Music to deliver expert instruction and role models, that will enable our pupils to develop lifelong passions and to excel in the enrichment curriculum.

- *Fellowship Programme*

Our Fellowship Programme will help widen pupils' horizons and give them a range of interesting and inspirational mentors. We will invite leading academics (Scholarship), entrepreneurs (Preparedness) sportsmen and women, artists, actors, musicians (Fulfilment), politicians and social commentators (Citizenship) to spend half a day per year at EFFF. This will be an incredibly rich resource for the pupils, providing them with inspiration and information in all of the four key areas of our vision.

The Citizenship Vision

Our community consultation highlighted that parents wanted a school that would enable their children to become fully engaged citizens in local, national and international communities.

They wanted their children to be prepared for the social, political and economic issues that they will encounter throughout life. EFFF will ensure that

our pupils develop an understanding of the political, legal and economic functions of adult society and develop the social and moral awareness to thrive in it and improve it. Our citizenship education will enable our pupils to make their own decisions and to take responsibility for their own lives and their communities; to 'get a lot out' and to 'put back in'. Much of the citizenship curriculum will be taught through a cross-curricular approach and will be embedded in the whole curriculum.

Key/Distinctive Features of the Citizenship Vision

- *Individual in Society (IS)*

In addition to elements of citizenship being taught across the curriculum in subjects like English, History and Maths, our pupils will study "Individuals in Society". The aim will be to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. It will incorporate statutory PSHE and RS elements alongside Philosophy, Ethics, Politics and Economics.

- *Local, national and global development projects*

Our pupils will learn how to become active, responsible citizens by taking action on community issues and charitable causes they care about. We will produce the next generation of social entrepreneurs, volunteers, campaigners and philanthropists through teaching our pupils how to set-up a social enterprise, run charity fundraising campaigns, run volunteer projects and raise awareness about an issue. In Key Stage 4 our pupils will follow the Duke of Edinburgh Award Scheme.

ETHOS

EFFS's motto "Brave Hearts, Bold Minds" encapsulates EFFS' aim to develop pupils' character as well as their academic competence. We will encourage everyone in our school community to use their hearts and minds to achieve great things for themselves and for others. In line with this our guiding principles will be:

Brave Hearts	Bold Minds
<ul style="list-style-type: none">• Be open hearted.• Seek and enjoy challenge; face it calmly, confidently and creatively.• Celebrate and be proud of your achievements and those of others.• Support one another at all times.	<ul style="list-style-type: none">• Be open minded.• Question and think independently; do not be influenced unduly by others.• Be curious about your mistakes.• Respect the views and beliefs of everyone in our school community and beyond.

These principles directly relate to and support our vision of Scholarship, Preparedness, Fulfilment and Citizenship.

ASPIRATIONS AND OUTCOMES

Aspiration 1: To facilitate excellent academic achievement for all.

EFFS's scholarship targets are:

- 100% of pupils will achieve 5 A*-G at GCSE.
- 100 % of pupils will achieve A* - C at GCSE English and Maths.
- 60% of pupils will achieve EBacc.
- 35% of GCSE grades will be A* or A.
- 100% of pupils who continue into the 6th form will achieve 2 or more A-levels.
- 20% of these will achieve 3 or more A-levels at A*/A.
- 100% of teaching will be rated good or above.
- 100% of pupils, on leaving EFFS in Years 11 or 13 will enter FE, employment or apprenticeships.

(see D2 for a summary of how these targets were formulated)

Aspiration 2: To develop 21st Century Skills to fully prepare pupils for world class universities and jobs of significance and importance.

The challenge of measuring 21st Century skills has been well documented ^{xviii}. However, we also recognise that if attempts to measure them are not made they can lose status and "drop off the radar" ^{xix}. Furthermore, we know that the success of the BLP approach is dependent upon it being embedded into the school culture, policies and practice ^{xx}. We will therefore utilise performance measures for both the pupils and the school:

- 100% of pupils will make year on year progress in at least 80% of the targeted skills and dispositions as evidenced by the Learning Power Questionnaire ^{xxi}.
- The school will achieve a Bronze rating in the Learning Quality Framework ^{xxii} by the end of Year 1, Silver by the end of Year 2 and Gold by the end of Year 4.

Aspiration 3: To enable our pupils to develop lifelong passions in cultural and sporting activities that will enrich and bring balance to their lives.

EFFS's enrichment targets are:

Ealing Fields Free School

- 100% of pupils will participate in one or more of the following: choir, orchestra, school productions, inter and intra school sporting competitions, art exhibitions.
- 40% of pupils will play a music instrument/ vocal skills.
- 40% of pupils will be in one of the school's competitive teams (incl. sports, debating, chess etc.).
- 40% of pupils will participate in whole school productions.

Aspiration 4: To ensure that our pupils will become responsible and proactive participants in the world they inherit.

Our Citizenship targets are:

- 100% of pupils will engage in at least one development project per year.
- 100% of pupils will gain their Bronze Duke of Edinburgh Award.
- 100% of pupils will make good progress in Individuals in Society (IS) (activities will be graded according to knowledge and or skill (A-F) and effort and application (1-5)).

Section D: Education plan

The table below provides the proposed numbers in each year group from the point of opening and explains how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

We plan to admit one Year 7 cohort each year from 2015 to grow the school in line with the growing need for secondary provision in the area.

Section D1: Curriculum Principles

EFFS will be an ambitious, academically stretching and enriching school that fully prepares children and young people for further study and the world of work. Section C outlined our vision and the need for a school in South Ealing that facilitates Scholarship, Preparedness, Fulfilment and Citizenship and the EFFS curriculum has been designed to realise this vision.

We will use our academy freedoms to offer a tailored curriculum designed to meet the needs and aspirations of local parents and children and to extend the school day to ensure that this enhanced curriculum can be delivered effectively.

There will be 4 component parts of the EFFS curriculum to match the 4 strands of our vision:

Scholarship

The *Academic Strand* of the EFFS curriculum will create *scholarly learners* who master essential knowledge and develop intellectual capital. It will encompass English, Maths, Biology, Chemistry, Physics, History, Geography, and French.

Preparedness

The *Innovation Strand* of the EFFS curriculum will facilitate *powerful learners* who are prepared for a global world where communication is rapid, patterns of work are changing and cultural diversity is the norm; learners who seek challenge, are intrigued by mistakes and enjoy effort. It will encompass Building Learning Power (BLP), Digital Literacy and Design and Technology.

Fulfilment

The *Enrichment Strand* of the EFFS curriculum will create *fulfilled individuals* who develop enriching, lifelong passions. It will encompass sport, music, art and drama.

Citizenship

The *Citizenship Strand* of the EFFS curriculum will facilitate *responsible citizens* who make a positive contribution to society. It will comprise of Individuals in Society (which will include PPE, RS, Development Projects and PSHE) and the Duke of Edinburgh Award programmes.

EFFS will have 9 principles of curriculum design; all learning and lesson planning must take account of these principles:

- 1) **Challenge and enjoyment:** The curriculum should encourage high aspirations and ambitions for all whereby pupils should find their learning challenging, engaging and motivating.
- 2) **Depth:** The curriculum should enable pupils to develop and apply increasing intellectual rigour, draw different strands of learning together, and explore and achieve more advanced levels of understanding.
- 3) **Progression:** Pupils should experience strong and continuous progression in their learning. Each stage should build upon earlier knowledge and achievements.
- 4) **Balance:** Pupils should have opportunities for a broad, suitably weighted range of experiences.

- 5) *Coherence*: Pupils should experience the curriculum as a coherent whole, with smooth and well-paced progression through the experiences and outcomes. There should be clear links between the different aspects of a pupil's learning.
- 6) *Relevance*: Pupils should understand the significance and purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.
- 7) *Inclusion*: The curriculum should be accessible for pupils with a wide variety of attainment levels and needs.
- 8) *Personalisation*: The curriculum should give each pupil increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.
- 9) *Dynamic*: it should be constantly developed to increase opportunity and raise standards.

OUR PUPIL INTAKE AND THEIR NEEDS

EFFS is planned as a 4FE school for pupils aged 11 – 18. On arrival in Year 7 approximately 50% of EFFS pupils will have already achieved Level 5 or above in both English and Maths. At least 83% will join with Level 4 or above in both Maths and English. This cohort should be immediately exposed to high expectations and high academic challenge.

The EFFS profile was based on a composition of 65% of pupils arriving from Little Ealing, 15% from Grange, 15% from Fielding and 5% from Mount Carmel Roman Catholic School. These assumptions were based on the proximity of each feeder school to our preferred site, alongside a reduced number of parents from Mount Carmel based on the preference of this population for catholic schools. Of these feeder schools, Grange Primary School has the highest percentage of pupils on FSM. We intend to market the school very heavily to parents of pupils at Grange Primary School. We believe that EFFS' offer can significantly contribute to 'closing the gap' and we want to attract pupils from this area. Our ambitious and aspirational targets alongside our education model will enable all children to excel regardless of socio economic status and prior attainment levels.

Ealing Fields Free School

Attainment Data from EFFS Feeder schools:

	Eng. L4+	Ma L4+	L4+ Eng. & Maths	% disadv. pupils	% disadv. pupils L4+ Eng. & Maths	% other L4+ Eng. & Maths	L5 Eng. & Maths	% EAL	% SEN	% FSM
Little Ealing	95	88	87	8	N/A	N/A	62	19.7	5.1	7.3
Mount Carmel RC	90	95	88	5	N/A	N/A	45	21.9	1.7	2.9
Fielding	95	88	87	14	58	92	28	23.4	5.8	5.5
Grange	73	71	62	25	56	64	21	45.1	6	22.7
Average	88.3	85.5	81.0	13.0	57.0	78.0	39.0	27.5	4.7	9.6
EFFS pupil profile	91.45	85.8	83.3	11.3			49.9	24.175	5.17	9.12
LA average	86	86	81	37	76	84	27	63.1	8.1	23.1
National average-state schools	85	84	79	29	68	84	27	17.5	7.9	19.3

OUR CURRICULUM

The academic curriculum of the school will be traditional in design, departing from the National Curriculum only where we consider it to be appropriate to do so to deliver our vision. Much of the distinctive nature of the curriculum will be seen in the method of delivery in which outstanding classroom practice and pedagogy will be allied to the development of Building Learning Power to support learning.

The academic components of our Scholarship subjects will be taught using the National Curriculum in KS3. This will provide the best foundations for the GCSE examination syllabi that will be followed in KS4.

In KS3, the Preparedness, Fulfilment and Citizenship aspects of the EFFS curriculum will move beyond the strict requirements of the National Curriculum to allow a more enriched and engaging experience. The section entitled "Content of the Curriculum" outlines our BLP, Digital Literacy and Citizenship curricula.

OUR CURRICULUM MODEL

EFFS will adopt a 70 period fortnightly cycle to enable a 15 subject curriculum in Years 7 and 8. Forty five minute lessons will provide an appropriate amount of time for effective learning and will enable the timetabling of double lessons to facilitate some subjects as appropriate (e.g. science practicals and P.E). Forty five minute units increase flexibility for option choices in KS3 and KS4 and support "little and often" to enable retention; leading to pupils studying for 10 GCSEs in KS4.

The school will adopt an extended day timetable in order to deliver the breadth and depth of subjects, projects and enrichment activities. The school day will run from 8:30am until 4:15pm each day.

The Pattern of the school day for Key Stages 3 and 4:

08.30 – 08.55	Tutor Period/ Assembly
08.55 – 09.40	Period 1
09.40 – 10.25	Period 2
10.25 – 11.10	Period 3
11.10 – 11.40	Break
11.40 – 12.25	Period 4
12.25 – 13.10	Period 5
13.10 – 14.45	Lunch
14.45 – 15.30	Period 6

15.30 – 16.15 Period 7

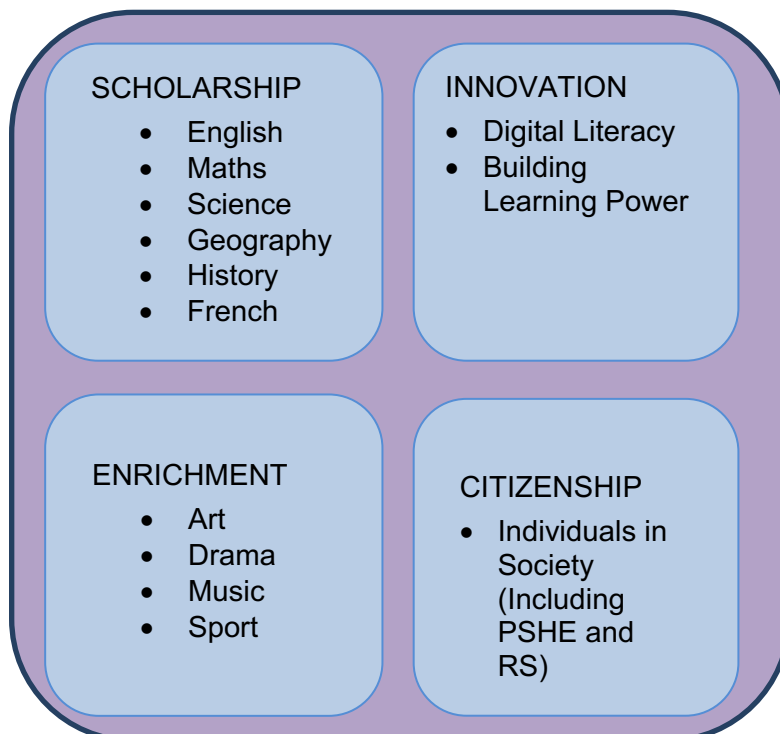
The extended lunch break will provide opportunities for extracurricular activities. Pupils will be expected to attend at least 3 clubs per week.

The Key Stage 3 Curriculum:

Pupils will be taught in classes of 30. The lack of robust evidence to demonstrate that setting increases attainment has led us to plan for mixed ability groupings to capitalise upon the benefits associated with inclusive practice, pupil motivation and supporting group cohesion ^{xxiii}.

However, those pupils who arrive with attainment levels lower than level 4 in Maths and/or English will receive mastery lessons in a group of 15 pupils or lower for these key "pathway" subjects. Research tells us that the quality of teaching has a greater impact on attainment than class size, unless class size is reduced to 15 or fewer pupils ^{xxiv}. Therefore, our mastery classes for Maths and English will focus on closing the gap and will comprise of 15 or fewer pupils to allow for direct instruction and scaffolding opportunities.

The KS3 curriculum to deliver our vision is shown in the diagram below:



Subjects offered in KS3:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4.125	Mandatory	
Maths	3.75	Mandatory	
Science (Chemistry, Physics, Biology)	3.75	Mandatory	
History	1.875	Mandatory	In Year 8 pupils will switch to 1.5 hours of History per week.
Geography	1.5	Mandatory	In Year 8 pupils will switch to 1.875 hours of Geography per week.
Individual in Society	1.5	Mandatory	This course will deliver our vision of citizenship and will extend the PSHE curriculum and the requirements of the syllabus by the local SACRE
MFL	2.625	Mandatory	French is currently taught in all of the local feeder schools so we will select French as our MFL
ICT	1.5	Mandatory	
Drama	1.125	Mandatory	
Art	1.125	Mandatory	
Music	1.125	Mandatory	
Sport	2.25	Mandatory	This will equate to 3 double lessons to allow for travel to suitable sites

The Key Stage 4 Curriculum Model

Pupils will study towards 10 GCSEs including Maths, English, Combined Science, a humanity subject and a MFL (French). A small number will follow the Mastering English and/or Maths path whereby either 8 or 9 GCSEs are worked towards in order for additional time to be spent ensuring all pupils gain an A* to C in these essential subjects. We expect our KS3 mastery classes will bring many pupils up to the expected levels upon entry into KS 4 but recognise that those with learning difficulties may continue to need additional support in these subjects.

In exceptional circumstances, where pupils have an Education Care and Health Plan (ECHP), we will seek to make links with Ealing College to explore the option of

accessing vocational courses at the college if this is more suited to their needs. However, even in such instances we will expect pupils to access our Mastering Maths and/or English classes and to attain GCSE grade A* to C in these subjects alongside 3 further GCSEs.

The table below outlines the subjects offered in KS4 alongside the number of hours spent per week on each:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	4.125	Mandatory	Pupils will take GCSE
English (Literature and Language)	4.125	Mandatory	This will account for 2 GCSEs
Combined Science	3	Mandatory	This will account for 2 GCSEs
Modern Foreign Language	2.25	Mandatory	All pupils will take GCSE in this subject
Individual in Society (including Duke of Edinburgh Award)	2.25	Mandatory	All pupils will take the Bronze Duke of Edinburgh Award
Physical Education	1.5	Mandatory	All pupils continue with PE on a non-examined basis
OPTION 1		Mandatory to select 1 from:	
Geography	2.25		Pupils will take GCSE
History	2.25		Pupils will take GCSE
Mastery English or Maths	2.25		This option will be mandatory for pupils requiring additional support to attain GCSE A* to C in English or Maths
OPTION 2		Mandatory to select 3 from:	Pupils will take GCSE
Triple Science	2.25		
Geography	2.25		

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
History	2.25		
Religious Studies	2.25		
Art	2.25		
Drama	2.25		
ICT	2.25		
Design and Technology	2.25		
Physical Education	2.25		
Music	2.25		
Mastery English or Maths	2.25		This option will be mandatory for pupils requiring additional support to attain GCSE A* to C in English and Maths

The Key Stage 5 Curriculum Model

By 2020 the Primary Expansion Programme will have resulted in the need for a significant increase in Post 16 provision. Consultation with local parents (see Section E) highlighted that parents want EFFS to include Key Stage 5 and they consider our vision to be relevant and important Post 16.

We are confident that the challenge and support that we will offer all our pupils will inspire them to pursue further study with us and we aim for at least 90% of EFFS pupils to continue to KS5. The remaining 10% of places will be filled by pupils transferring from other secondary schools who are seeking a sixth form that offers a strong and successful academic focus. We recognise that some of our cohort may prefer to pursue a vocational route. In such cases we will liaise with local colleges to ensure our pupils secure places on excellent vocational courses.

All pupils will study for 3 A-levels and complete an Extended Project Qualification, although some pupils may study for 4 A- levels. Pupils will be taught in classes of 15.

The timetable time allocation per fortnight will be:

- 54 periods of lesson study (14 taught periods per A-level subject).

- 4 periods of Enrichment.
- 4 periods of Citizenship.
- 8 sessions of private/collaborative study & Extended Project Qualification.

Pupils will select pathways from option blocks constructed to accommodate the greatest number of preferences. The Enrichment and Citizenship components will generally be compulsory though some exceptions may need to be made to accommodate pupils with particular needs, interests or talents. The 7 sessions of private/collaborative study is in keeping with our BLP/Preparedness commitment to developing autonomous and self-directed learners. These sessions will also provide windows in the timetable for those pupils who require personal intervention or support.

Below is an example of how the KS5 options may be blocked:

Option 1	Option 2	Option 3	Option 4
Maths	Maths	English	EPQ
English	Art	Physics	Further Maths
Geography	Drama	Geography	
History	Chemistry	D&T	
Economics	RS	ICT	
French	PE	Music	
Biology	History	French	
Politics	Politics	Economics	

Our thorough assessment, monitoring and tutoring programme will enable us to review pupil's interests and aptitudes as they move up the school. If, during the opening years, it transpires that a greater percentage of pupils than anticipated are suited to a vocational route, we will partner with local FE colleges to develop a strong vocational offer to compliment a strong A level offer. We could deliver this through the re-focussing of recruitment as we approach our first KS5 cohort.

INNOVATIONS IN THE CURRICULUM

In our EBacc scholarship subjects, pupils will follow the national curriculum. However, in order to make the most of our academy freedoms and in order to deliver our vision we have some curricula that will be unique to EFFS and these are detailed below:

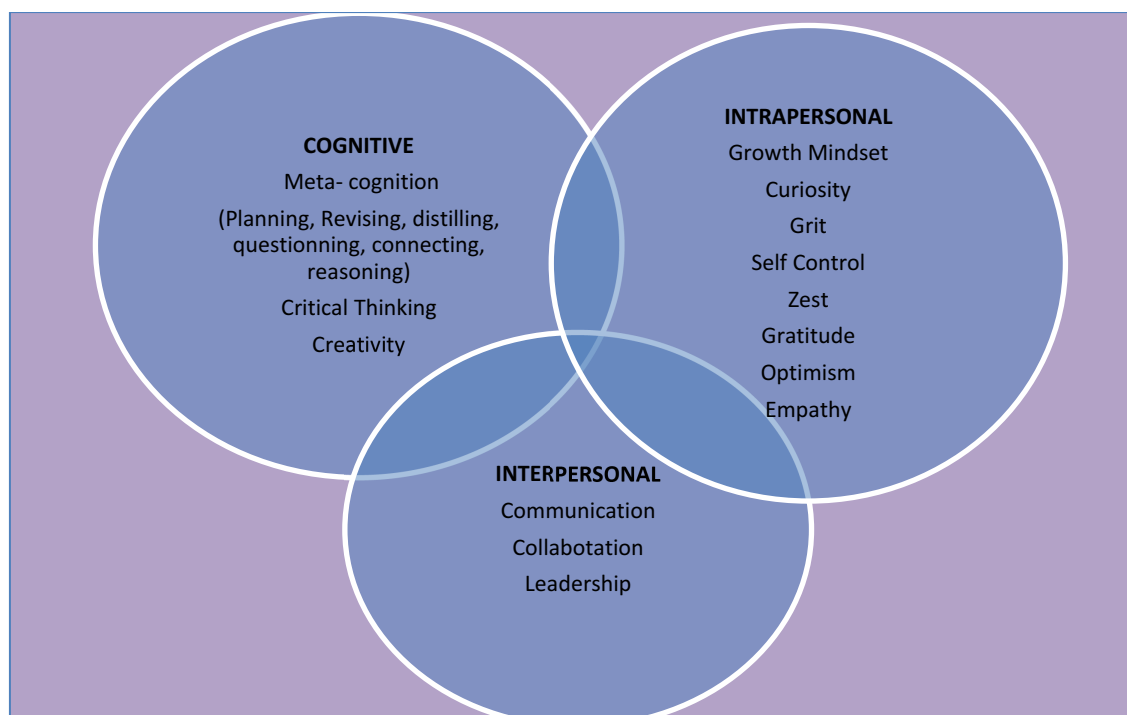
Preparedness: The Building Learning Power (BLP) Curriculum:

EFFS' BLP curriculum has been designed to (i) prepare pupils for success in the 21st century, (ii) cultivate the skills and dispositions that enhance the capacity to learn, and (iii) develop the character needed to face challenge calmly, confidently, creatively and competently.

The curriculum has been developed by drawing upon the work of Professor Guy Claxton; The National Research Council's 21st Century Skills Framework; John Hattie's research on Meta-cognition; Martin Seligman's Learned Optimism; Angela Duckworth's research into Self Discipline and Grit; David Perkins' work on Thinking Dispositions; and Carol Dweck's Growth Mindset research.

This research demonstrates benefits in relation to improving attainment and learning approaches, which will support lower attaining pupils as well as supporting high attaining pupils in becoming more adventurous and active learners.

The resulting curriculum has three over-arching yet interrelated domains. The diagram below provides an overview of the key skills, dispositions and characteristics within the BLP curriculum.



The intrapersonal components of the BLP curriculum will be interwoven into the culture and ethos of the school; they will be evident through our policies, planning, school rules and day to day practices such as assemblies, celebrations and displays. The consistency by which this is achieved will be monitored through the Learning Quality

Framework^{xxv} (the LQF is a framework that enables schools to capture aspects of their school's culture and to link this to whole school development).

The cognitive and interpersonal domains will be taught both implicitly and explicitly. Implicit messages about how we learn are transmitted through the teaching approaches that pupils are exposed to. This, in turn, influences the range of learning dispositions that pupils develop^{xxvi}. Therefore, EFFS pupils will be exposed to a wide range of teaching methodologies to ensure the cultivation of a broad range of learning dispositions.

Each cognitive or interpersonal disposition (see diagram above) will be selected according to that which best suits the subject content alongside the opportunity to cultivate and hone differing learning dispositions. For example, some lessons will be lecture style to cultivate the disposition to distil information whilst others will require enquiry led approaches which will require pupils to develop skills in connecting past, present and future learning.

In each lesson, teachers will provide a BLP learning objective to complement the standard curriculum objective. Explicit attention, planning and feedback will be provided in order to develop the target skills and dispositions.

There are three fundamental features to the BLP curriculum that will ensure that it is efficacious and grounded in a strong evidence base^{xxvii}.

1. The BLP curriculum will be embedded across the whole of the EFFS curriculum.
2. Explicit attention will be given to ensuring pupils are taught how to generalise/transfer these skills beyond the school context into their world.
3. A dispositional approach will be adopted to ensure pupils not only acquire the featured BLP capacities, but are able to recognise when and where they are needed and use them.

██████████, the ██████████ has offered to deliver complimentary annual CPD sessions. Alongside this, our preferred candidate for the post of ██████████, ██████████. The BLP curriculum will be developed with ██████████ and the appointed Head teacher in the pre-opening year.

Preparedness: Digital Literacy

Managing an online presence and being able to interact effectively online is an increasingly important skill in the 21st Century. Being able to quickly adapt to new technologies, services and environments is already regarded as a highly valuable skill by employers, and can facilitate both formal and informal learning^{xxviii}.

At EFFS, in keeping with our vision of preparing our pupils to compete on an international stage, and to secure jobs of significance and importance, we will adopt the OECD’s international framework for the development of the 6 key skills of ICT literacy as the basis of our Digital Literacy curriculum ^{xxix}. The table below highlights the key skills that the digital literacy curriculum will be based upon.

Skill	Definition
1. Access	Knowing about and knowing how to collect and/or retrieve information.
2. Manage	Organising information into existing classification schemes.
3. Integrate	Interpreting, summarising, comparing and contrasting information using similar or different forms of representation.
4. Evaluate	Reflecting to make judgments about the quality, relevance, usefulness, or efficiency of information.
5. Construct	Generating new information and knowledge by adapting, applying, designing, inventing, representing or authoring information.
6. Communicate	Conveying information and knowledge to various individuals and/or groups.
7. E-Safety	Anti-social behaviour, privacy, identity, personal information, presence, data protection, copyright, assessing risk and security, web etiquette and effective searching and web research.

We have added a seventh skill, E-Safety, to the curriculum in response to Ofcom’s (2012) report that suggested that ‘confidence online is not always accompanied by due caution’. E-Safety will be core to our learning activities and will be handled explicitly and openly.

The Digital Literacy curriculum and schemes of work will be developed by the Curriculum Leader for ICT and the curriculum will be delivered in timetabled ICT lessons in Key Stage 3. Additionally digital learning and “e” techniques will support learning in all other areas of the curriculum.

Citizenship: Individuals in Society (IS)

The personal development of children morally, socially and culturally plays a significant part in their ability to learn and achieve. Development in these areas is essential to raising attainment and is a vital foundation for living a healthy, intellectually stimulating and purposeful life in the future.

Our IS course will incorporate a range of subjects drawn from the disciplines of citizenship, politics, philosophy, economics, ethics, religious studies and PSHE. The religious study elements will follow the requirements of the syllabus agreed by the local SACRE. The IS course and its grades will be accredited by UCAS so that the students can count this towards their university application.

The IS curriculum will initially be developed in the pre-opening year by [REDACTED]. On appointment, the Director of Learning for Humanities will take responsibility for the final stages of curriculum development.

This curriculum will be developed to meet the following objectives so all pupils are:

- Aware of their rights and responsibilities.
- Informed about the social and political world.
- Articulate in their opinions and arguments.
- Capable of having an influence on the world.
- Concerned about the welfare of others.
- Active in their communities and aware of local issues.
- Contributors to community cohesion.
- Employable, with skills in: leadership, team-work and project planning.
- Skilled in: risk analysis, budgeting & finance and entrepreneurially minded.
- Understanding of charities, social issues and fundraising.
- Empathic and compassionate.
- Socially inclusive and community spirited.
- Aware of how to safeguard themselves and others.

The curriculum will be based upon local, national and international issues; for example the Olympic legacy (local), impacts of changes in family make up (national) and the impact of Tiger Economies (international).

Over the two-year course in Year 10 and 11 the students will build up a portfolio of work using a range of different means of assessment. The course will lead up to a conference in February of Year 11, where external speakers will come in to debate the issues discussed during the course units with groups of the students. Each student's work will receive an overall assessment that will be graded as a Distinction, Merit or Pass level.

QUALIFICATIONS

The qualifications that will be offered at EFFS are in keeping with our vision to fully prepare pupils for success in employment and future study. Our core offer and how it links to our vision is set out below:

Vision	Curriculum
Scholarship	English (Literature and Language), Maths, Biology, Chemistry, Physics, Geography, History, French.
Preparedness	ICT, Design and Technology, Extended Project Qualification (EPQ).
Enrichment	Art, Music, Drama, P.E.
Citizenship	Duke of Edinburgh Bronze Award (DoE), UCAS accredited Individual in Society (IS).

At least 90% of pupils will take 10 GCSEs including Maths and English and at least two science subjects, one humanities subject and one MFL. Up to 10% of pupils will take 8 or 9 GCSEs to allow for additional Maths and/or English lessons to ensure that they achieve at least a Grade C in these key pathway subjects.

ENRICHMENT

At KS3 the EFFS enrichment curriculum will use the frameworks of the National Curriculum but will also utilise input from other sources to create an exciting learning experience. The guiding motivation of teachers and external deliverers will be to spark the engagement and passion that each of our enrichment subjects can engender. Opportunities for development of learning dispositions as well as positive impacts on the other curriculum subjects will be maximized.

Whilst EFFS will deviate from the National Curriculum in KS3 and use our enrichment and fellowship partners to enhance the curriculum, there is no risk of knowledge gaps at KS4 as these are not subjects which require a linear progression in the accretion of knowledge.

The creative enrichment subjects will draw on the work of the Arts Council and A New Direction, as well as taking inspiration from the London Curriculum, to create a diverse range of learning experiences. The pursuit of Artsmark status and Bronze Arts Award qualifications in Year 9 will provide frameworks for excellence.

In Art, use of techniques like sketchbook learning will help to foreground creative processes that can impact on approaches to learning across the curriculum. Close work with local and other galleries will allow students to engage with creative practitioners

and experience quality creative work outside the classroom. Opportunities will be sought for exhibitions both on and off site.

The Music curriculum will be delivered, maximising the benefits that the London context will afford. . Access to musical instruments will be maximized via work with the local music hub and use of the Arts Council Take it Away scheme, giving young people interest-free loans for the purchase of musical instruments.

The Drama curriculum will be an exciting opportunity to develop a KS3 offer. Opportunities for workshops in school and theatre trips to London's exciting range of performances will be prioritized. The programme of study will cover dramatic skills, the history of drama and work on play texts, in preparation for the exam syllabus at KS4.

The P.E. curriculum will be innovative in its approach to sport and will offer pupils a variety of ways to engage with different sports and techniques. The aim will be to encourage all students to participate positively. The P.E. department will seek to highlight ways in which work on physical activity can enhance thinking and learning in other areas – for example, team strategy and group work. For those pupils who show particular aptitude in sporting disciplines there will be opportunities to be part of school sports teams and enter competitions and matches against local schools and/or teams from a wider area.

Involvement in each of these areas will be supported by the fellowship programme of talks and workshops from artists, musicians, writers, athletes etc. as well as, from Key Stage 4 onwards, pursuit of the Duke of Edinburgh's Award.

Extra-Curricular Activities

The extended lunch hour will mean that there is time for school groups (such as orchestra, choir and school production teams) to rehearse and for clubs that can involve multiple year groups to be run. The club offer will include activities to supplement the timetabled areas, like chess and debating, but will also include subject-based clubs like science club, history club as well as opportunities to extend language learning with additional foreign languages.

Participation in at least three clubs per week will be mandatory. Homework club will run for each Key Stage and, in time, as staffing increases, will be offered for each subject area. Homework club will be optional for most students but teachers, with parental involvement, will be able to refer students to this in cases where support with homework is needed.

In the school playing areas, some structured games will be offered during the lunch hour to give students a focus for an extended lunch hour during which they are not attending a club. This offer will extend with increased staffing. Where possible, the school will seek partners and funding. For example, Art club could be run in conjunction with staff and / or volunteers from a local or London-based art gallery.

To foster a sense of community and competition we will use a House system. Each tutor group will belong to one of five houses. The houses will provide a broader source of identity for students and inter-house competitions will fuel a friendly rivalry that leads each year to the awarding of the house trophy. The trophy will be competed for through points gained for a wide range of performance indicators and enrichment activities.

MEETING THE NEEDS OF ALL OUR PUPILS

At EFFS, our provision will be designed to ensure that all pupils are well supported. All pupils will have Personal Learning Plans (PLPs) that are reviewed every half term. Each cohort will be placed into one of 5 mixed ability tutor groups.

These groups will contain just 20 pupils as we believe this is the most appropriate structure for enabling our pupils to feel well known and well supported. This structure will enable each tutor to get to know each tutee well and to deliver 1:1 Target Setting and Reviewing sessions (TSRs) during timetabled tutor sessions and in the extended lunch break.

This approach will facilitate progress in all areas of the school's vision and will ensure that progress is carefully tracked and supported. This will allow for early identification and early intervention and will enable us to clearly differentiate those pupils who are failing to make adequate progress from those with SEND. We are very much in support of the new Code of Practice's shift in emphasis from identification and labelling children with additional needs to improving outcomes for them.

All pupils at EFFS will have clear targets, will be encouraged to take as much responsibility as possible for their own learning and will be supported in doing so through the BLP curriculum. The BLP curriculum will also serve to support the development of essential cognitive and self-regulation skills, both of which are aspects of development that can lead to poor progress and challenging behaviour.

Identifying Pupils with Additional Needs

At EFFS all teachers will be responsible for identifying pupils with additional needs. The half termly TSR's will identify pupils who are failing to make adequate progress or who are experiencing difficulties at school. Subject teachers will be required to discuss

concerns with the relevant tutors. Our parental involvement strategy and open door approach will encourage parents to discuss any concerns or changes in home circumstances with either tutors or Key Stage Leaders. More information about this process is detailed under specific sub headings below.

Before arrival in Year 7, information about pupils' attainment and other needs will be collected from feeder primary schools by EFFS (initially the Assistant Head teacher and then on appointment the Data Manager) in order to provide a baseline against which to set and review future targets and to plan future support. Year 6 and Year 7 teachers will meet to discuss curricular continuity and to discuss pupil needs once places have been allocated.

Where concerns arise about additional needs the EFFS teacher will liaise with the EFFS SENCO who may subsequently visit the feeder school and/or attend Year 6 reviews to support with transfer planning and to meet with parents/carers. All this information will be stored on the MIS and be available to the pupil's tutors and subject teachers.

On arrival in Year 7 all pupils will undertake CAT testing. This data will be used to complement and further develop the target setting and reviewing data obtained from the feeder school. The same processes will be applied to overage pupils transferring to EFFS.

In addition to this standard process, where pupils have failed to make expected progress, the SENCO will utilise more specific diagnostic assessment tools to identify specific issues and barriers to learning. Where necessary the SENCO will engage external specialists such as Educational Psychologists or Speech and Language specialists to conduct more specialised diagnostic assessments.

Literacy and Numeracy Intervention:

We recognise that, in order to be successful in life, strong literacy and numeracy skills are essential. Furthermore, English and Maths GCSE are vital pathway qualifications.

In Years 7 to 9 EFFS will offer Maths and English Mastery classes to those pupils who are failing to make adequate progress in Maths and English. Data suggests that approximately 9% of pupils will arrive at EFFS attaining below Level 4 in English and 14% below Level 4 in Maths. For some pupils, those without SEN or other additional needs, these lessons will act as a booster that will enable them to return to mainstream lessons after a few terms. For others with longer term needs, these lessons will form the bedrock of their literacy and numeracy learning throughout their time at EFFS.

In Key Stage 3 mastery classes will be timetabled for those arriving with less than a Level 4 in English and/or Maths alongside other Maths and English classes but will comprise of 15 or fewer pupils. Research shows that a class of 15 or fewer does impact on attainment^{xxx}. Therefore, our mastery classes for Maths and English will focus on closing the gap and will comprise of 15 or fewer pupils. These lessons will be taught by Maths and English specialists who will apply pedagogies associated with boosting literacy and numeracy performance and understanding (such as interleaved learning, distributed practice and practice based on improving working memory).

As a result of this intervention many children will graduate from these mastery classes back into the mainstream programme. However, we recognise that some children will need on-going support in order to develop adequate skills and achieve GCSE grades A*- C in these subjects. Therefore, at Key Stage 4, we will provide GCSE Maths and English mastery classes to pupils who have yet to be predicted at least a grade C. Here, pupils will receive an additional 6 lessons in these subjects over the course of two weeks. The table on page 26 demonstrates how mastery lessons will be a timetabled by including them as an 'option' in Key Stage 4. These lessons will boost English and Maths tuition following the examination board schemes of work and will incorporate the pedagogies utilised in the mastery lessons of Key Stage 3. In addition, these lessons will also focus on providing literacy and numeracy support across other curriculum subjects.

Special Educational Needs and Disabilities (SEND)

Pupils with SEND at EFFS, as defined by the Code of Practice for SEND, will be those pupils who can benefit from a mainstream educational experience. The majority of EFFS pupils with significant needs are likely to have cognitive and communication and interaction needs^{xxxi}. We estimate that the proportion of pupils joining the school with special educational needs will be around 5% (see page 20).

We fully endorse Lord Lamb's view that children with SEND should be taught by highly skilled subject specialists. We do not want, or indeed believe, that pupils at EFFS need to sacrifice the acquisition of subject knowledge through being taught by Learning Support Assistants or by non-subject specialists. All pupils at EFFS will be taught by subject specialists. Indeed, excellent teachers are excellent teachers of all children; they know how to differentiate task and engage all learners.

All of our teachers will deliver split screen lessons. The process of planning these lessons will involve teachers analysing the cognitive and behavioural demands of their lessons and planning teacher and learner activities to support the development of

required skills. Effective SEND specialists, when supporting pupils with SEND, begin by analysing the demands of a task and then assess how pupils perform on the task. They can then conclude where the skills deficits lie. In effect, by setting subject objectives and BLP objectives EFFS teachers will be formatively assessing all pupils and will be able to identify skill deficits and strengths. All teachers will receive comprehensive and on-going CPD in BLP to enable this.

Like all pupils at EFFS, the progress of pupils with SEND will be tracked half termly and their achievements will be identified and celebrated. Where pupils are not making sufficient progress in the curriculum, in their learning capacities or their capacity to self-regulate their behaviour their tutor will liaise with the SENCO to review intervention. At this stage tutors will consult with the SENCO and will liaise with teaching staff to explore how curriculum and delivery adaptations will support progress. This may incorporate mastery lessons, writing frames or access to ICT. Teachers will be expected to plan carefully to ensure all pupils are making progress.

Additional Provision for pupils failing to make adequate progress

In order to ensure high quality timely intervention, provision planning will take into account individual needs and will be based on 'what works'. Provision for pupils with additional needs as well as for those with SEND will be mapped onto a provision map. This will be evaluated, costed and reviewed regularly to ensure pupils' needs are being met. Impact of intervention on progress will inform future provision.

Some pupils, despite receiving an individualised programme and targeted support, may continue to make little or no progress in specific areas and may work significantly below expectation. They may have emotional or behavioural needs which substantially and regularly interfere with their own learning or that of the group, despite having an individualised behaviour management programme. They may have on-going communication and interaction issues that impede the development of social relationships causing substantial barriers to learning.

In such instances, external specialist support will be used to advise or train staff, develop targets and consult with teachers on developing more specialist assessments or strategies. External specialists will be asked to contribute to half termly reviews. We will engage and develop close working relationships between Social Services, Health Services, Voluntary Organisations, Educational Psychology Services, Behaviour Management Services and Learning Support Services to promote a multi-disciplinary approach to supporting pupils with SEN and those with additional needs.

Whatever approach is taken parents will be fully consulted with regard to how to spend delegated funded in order to improve outcomes for their child.

In addition to skilled support in classes pupils may receive any of the following depending on their need:

- One to one support from a Behaviour Support or Learning Support Specialist Teacher.
- External agency support, such as those provided by Social Services, Health Services, Voluntary Organisations, Educational Psychology Services, Behaviour Management Services and Learning Support Services.
- Transition intervention including careers advice.
- Social skills interventions.

The support will be focussed and intensive. Clear targets will be set and the success criteria outlined and will be reviewed in the half termly review meetings. Additional resources may include access to adult support, increased management time for planning, additional assessment, access to specialist equipment (including IT), staff development and training, liaison with parents and providing additional guidance on access and effective teaching strategies for pupils with specific needs.

Education, Health and Care Plans (EHP)

A decision will be made to refer the child to the LA for consideration for an EHP when there is clear evidence of the previous support strategies not having had sufficient impact for the pupil to make adequate progress. This evidence will include the pupil's response and progress, the views of the parents, a report based on the involvement and advice by an Educational Psychologist, and consultation with Health and Social Services where appropriate.

Roles and Responsibilities

Provision and the day to day management of SEND will be the responsibility of the school's SENCO (see Section D3 for more information about the role of the Inclusion Manager). However, all subject teachers will be considered to be teachers of pupils who have SEND and therefore will be expected to have the skills to contribute to the identification of learning needs and provide appropriate teaching and learning.

Teachers will be informed of the individual needs of pupils and strategies to adopt in order to best meet the needs of the child. Appropriate guidance, support and training for all teaching staff supporting pupils with SEND will be made available. When deciding the most appropriate interventions and support, the school will take into account the views of the child and their parents. Governors will be involved and advised of the on-going needs of the pupils and the professional development needs of

the staff and will also hold the school to account for the impact of the SEND Policy on pupil progress and well-being.

In order to ensure resources are appropriately targeted the school will plan, target and review the use of additional funding with reference to pupils' progress and needs. Keeping the provision under review is paramount in ensuring high quality support is available. SEND funding will be reviewed in order to ensure best value and that there is sufficient capacity to meet pupil needs. Parents' and pupils' views will be an important part of the review process.

In addition, the SEND Governor will monitor the provision by visiting the school, through regular discussions with the Inclusion Manager and Head teacher, by receiving the school's data on pupils with SEND and, with the Governing Body, reviewing the school's SEND policy and budget.

English as an Additional Language

Approximately 26% of the EFFS cohort will comprise of pupils for whom English is an additional language. However, approximately 91% of pupils will also arrive with Level 4 or above in English. EAL learners vary greatly in the amount and kind of additional support they may require. This is partly dependent on their prior education, literacy in their first language, length of time in the UK and many other social and academic factors.

Therefore, a flexible approach will be utilised and periods of intervention will be strategic and targeted to reflect the needs of pupils. A register of EAL learners will be maintained and updated every half term. A regular review of intervention will be undertaken by the Assistant Head teacher (Inclusion Manager), both for individual pupils and for the provision as a whole, to ensure it meets the needs as they are identified.

On admission, pupils who are new to English, or whose records indicate previous EAL needs, will be referred to the Inclusion Manager who will then meet with the pupil and their carer / parents to find out more about the pupil's background and prior education and to conduct an initial assessment. Here, the pupil's level of competence in English in speaking and listening, reading and writing will be assessed using the English national curriculum and the EAL extended scale. Pupils will also be asked to complete a CATs test, an initial assessment in maths, as well as a piece of writing in their home language.

This data will help inform groupings, targets and appropriate interventions. The Inclusion Manager will then liaise with the pupil's tutor in order to contribute to their PLPs. The attainment of pupils receiving support will be tracked by the tutor and Inclusion Manager using the school's assessment, recording and reporting procedure. Intervention will be adjusted depending upon the outcome of this tracking. The tutor will also communicate information about the pupil's needs to relevant subject teachers. Where necessary the Inclusion Manager will ensure that teaching staff are equipped and resourced to meet the needs of those learners. This will be through a mixture of training, dissemination of advice and guidance and model lessons.

Success at school will depend enormously on the pupil's sense of security and comfort in a school where he/she does not speak the same language as most of the other pupils. The school will use a range of strategies to help this process, including setting up a buddy system, with two other pupils, one English speaking and another ideally with the same home language as the pupil. Welcome packs will be produced, translated into key languages, to provide the family with some school information.

Additionally, introductory support packs will be prepared for each key stage for pupils at an early stage of language learning. Guidance will be produced and supplied to all staff about how to welcome a child with EAL needs into their classroom and guidance on how other pupils should be helped and advised to interact with them.

The Trust will expect the school to provide a dedicated EAL induction programme aimed at supporting pupils who are beginners or near beginners in English. In addition the school will be expected to offer specific interventions targeted at supporting more advanced bilingual learners who are underachieving due their knowledge of English language. Subject teachers and faculties will be expected to provide on-going differentiation and monitoring.

At EFFS, the Inclusion Manager will be responsible for coordinating provision for pupils with EAL. Pupils with EAL face clear challenges accessing the curriculum, whilst those with refugee status may bring additional complications which may further hinder curriculum access. In some cases, those with refugee status have experienced hardships and trauma, for example those who have left war zones or areas of political oppression and they may well display emotional distress and have a deep sense of loss. Our aim is to provide appropriate support and pastoral care to help all EAL pupils to become highly motivated, deeply committed, independent and successful learners.

Gifted and Talented Learners

Normally the expectation is that up to 10% of pupils in any school might fall into the gifted and talented category. However, EFFS recognises that each cohort is different and that the numbers identified in each year group may be greater or lesser than this number.

We recognise that gifted and talented learners often are not high achievers and that their abilities are often masked by a number of factors such as poor learning habits, frustration or low expectations. A variety of methods will be used to identify gifted and talented learners, including: teacher recommendation, parent identification, pupil prior knowledge particularly at transition points, formal test/examination results, data tracking and records of national curriculum attainment levels.

Every curriculum area in the school will be required to have a code of practice and to maintain a register of gifted and talented learners. In each code the provision for able pupils will be made explicit and will inform the teaching of such pupils in that area. The range of provision will also be recorded.

A database of all those nominated as gifted and talented learners will be held centrally and updated by tutors, in liaison with subject staff, during half termly reviews. The curriculum will take into account the needs of the highest achievers through differentiation, extension, enrichment and acceleration.

Pupils in Receipt of Free School Meals

In the local authority in 2012 45% of pupils receiving FSM achieved five or more GCSEs; we view this as unacceptably low and aim for all our pupils with FSM to achieve 5+ GCSE A*-C. As mentioned previously, we aim to focus our marketing strategy on attracting pupils from the most disadvantaged families in the area as we believe that EFFS could play a significant role in closing the gap.

The EFFS pedagogy embraces many of the evidence based 'closing the gap' interventions that are advocated by the Sutton Trust. Some of our Pupil Premium monies will be spent on additional CPD to ensure all teachers successfully utilise these interventions. In addition to this our mastery English and Maths lessons and our BLP curriculum will significantly contribute towards closing the gap.

All pupils will make excellent progress through being taught by subject specialists. To enable this we will use Pupil Premium monies to ensure subject teachers are well supported by specialists, such as educational psychologists, who will enable them to stretch, challenge and support all pupils in their classes. In addition to this we will

employ an additional support teacher to deliver one to one evidence based intervention programmes where appropriate.

In cases where family focussed support is needed to ensure appropriate access to the curriculum we will buy in support from a specialist social worker and family support workers.

Each pupil's progress will be monitored by the school's assessment and tracking arrangements. The Inclusion Manager, in liaison with tutors, will be responsible for adjusting provision as necessary. It will be important to establish excellent relationships with parents and carers as well as outside agencies: the Inclusion Manager will ensure good communication is maintained.

Looked After Children

There are likely to be few children looked after by the Local Authority in the school, but those pupils who are in this category form an important group who will need particular care and support. Additionally, it is likely that such children may be overage admissions into the school because of mobility and also because they may move between their birth family and other settings frequently. Such children could be particularly vulnerable and nationally have been shown to underachieve.

Like all children at EFFS, each child looked after by the Local Authority will have a Personal Learning Plan and this will clarify for the school whom they need to consult and work with, should the child have SEND. The school will appoint a designated member of staff for Looked After Children who will have oversight of these pupils and who will liaise closely with the LA LAC Adviser.

This member of staff will be responsible for liaising with tutors and will monitor Personal Learning Plans. They will also be the point of contact for all outside agencies and carers. The pupil's progress will be monitored by the school's assessment and tracking arrangements and the named person will be called upon by the pupil's tutor as appropriate in the case of underperformance.

Pupil Transition: Supporting Success on Entering and Leaving the School

EFFS understand that effective transition between each year group is important if children are to make good progress in their learning and there are key periods when more extensive intervention and care will be vital to ensure successful continuity of progress:

Year 6 to Year 7

This will be important for all incoming pupils from primary school but particularly so for the first cohort. To assist with this, partnerships will be developed with the feeder primary schools in the following ways:

- Pupil ambassadors will visit their previous school throughout the year.
- Year 7 pupils will be assigned a “buddy” from Year 8 (from year 2 of opening).
- Feeder primary schools will be invited to events at EFFS such as drama productions, science workshops in the school labs and maths challenges.
- Year 6 and Year 7 teachers will meet to discuss curricular continuity and pupils issues.
- A member of staff will visit pupils and parents at home in the summer term once places have been allocated.
- Pupils will attend a 3 day residential induction course at the beginning of Year 7 (from year 5 onwards)
- A parent’s welcome evening will be held during July prior to entry. A priority at this meeting will be advising parents about communication systems and expectations of the school.
- Year 7 curriculum evenings for parents will be held early in the autumn term to focus on how the curriculum will be delivered, assessment methods used and how this information will be communicated to them. Parents will be shown how to use the MIS system and information about how they support their child’s progress at home will be shared. The school’s MIS will play a key part in ensuring effective communication.

Year 9

This is a key transition year as pupils choose their pathways for Key Stage 4 and they will be given a support programme of advice and guidance to include:

- A prospectus detailing their options.
- Opportunities/careers evening for parents and pupils.
- A curriculum evening for parents and pupils.
- Careers advice and guidance.
- As well as the regular half termly 1:1 tutorials.

Year 10

The pupils will be helped to settle into new teaching arrangements by an appropriately structured event.

Year 11

Preparation for post 16 studies will be provided through a support programme of advice and guidance. This will include:

- A 6th form prospectus that will detail the options open to pupils.

- Opportunities/careers evening for parents and pupils.
- Personal interviews with staff.
- Taster lessons.
- Careers advice and guidance.
- Revision evenings in the Spring term to help parents provide support at home.

Year 12

We will ensure that pupils are placed on courses which are appropriate to their aptitudes, interests and attainment. We will:

- Ensure availability of staff during the summer holiday to advise on courses.
- Hold review meetings at the start of the school year for pupils who may be inappropriately placed.
- Hold a parent's evening during the first half of the autumn term to discuss pupil progress.
- Hold half termly target setting and review meeting between tutors and pupils.

Year 13

The key for this year is the transition from school to the world of further study or work.

We will provide:

- Assistance and support with the preparation of personal statements and applications to higher education establishments.
- A parent's evening to explain the financial implications of a pupil attending higher education.
- Revision evenings in the Spring term to help parents provide support at home.
- Careers interviews and advice.
- Advice on which course and where would be appropriate.
- Organised visits to universities.
- Input from EFFS Fellows on careers and expectations within higher education.

Section D2: Measuring pupil performance effectively and setting challenging targets

At EFFS we will expect excellence from everyone within the school community which will strive for improvement continuously. Assessment and self-evaluation will be at the heart of our continuous school improvement strategy. We know that we will need to be clear about where we are before we will be able to make the school even better.

We will use assessment and data tracking (ADT) to seek and interpret evidence for use by learners, teachers and parents to decide where the learners are in their learning, where they need to go and how best to get there and to raise achievement through better targeted teaching. We will also ensure EFFS operates as a learning organisation and develops and maintains a culture that is conducive to delivering the EFFS vision through utilising the Learning Quality Framework (LQF).

The EFFS definition of success:

Scholarship

EFFS will enable pupils to achieve the qualifications needed to access world class universities and to enter into fulfilling jobs of significance and importance.

a) Attainment Targets

The targets outlined in Section C (page 15) demonstrate that we are highly ambitious for all our pupil's and have high expectations and aspirations.

b) Progress Targets

At KS3 it is expected that:

- Across these years, pupils make a minimum of two whole levels of progress from their KS2 entry point against National Curriculum levels.
- Within each year, pupils should typically make two sublevels of progress.

At KS4 (Years 10 and 11) it is expected that:

For English and Maths

- Pupils achieving Level 3 at KS2 should typically achieve at least a grade D at GCSE.
- Pupils achieving level 4 at KS2 should typically achieve at least a grade C at GCSE.
- Pupils achieving level 5 at KS2 should typically achieve at least a grade B at GCSE.
- Pupils achieving level 6 at KS2 should typically achieve at least a grade A at GCSE.

Preparedness, Fulfilment and Citizenship

We are equally ambitious for our pupils in the areas of Preparedness, Fulfilment and Citizenship. Our targets for these aspects of our vision are detailed in Section C (pages 15 and 16).

Other Key Targets:

a) Behaviour Targets

We maintain that learning and behaviour are inextricably linked. The school will therefore aim to foster an inclusive atmosphere in which pupils reach their full academic potential and develop as confident caring individuals and responsible citizens.

High quality teaching with creative and innovative approaches to learning will be vital in engaging pupils and for establishing high standards of behaviour in lessons. The content of the lessons will provide appropriate levels of challenge and support with planning based clearly on the prior attainment of the pupils. The breadth of the curriculum and provision of a wide range of extra- curricular activities will provide pupils with opportunities to follow areas of learning they need for future career opportunities and to develop their own interests. These approaches should go a long way to preventing much of the low level disruption experienced in many schools.

Furthermore, a high standard of behaviour, effort, punctuality, application to work, organisation, attendance and uniform will be expected. We will expect parents/carers to share our values and work with us in the development of our young people, and this includes supporting the behaviour policy implemented by all members of staff.

- No more than 2% of pupils in the school will receive a fixed period exclusion of which a maximum of 20% receive a repeat exclusion
- 0% of pupils will receive a permanent exclusion.

b) Attendance

We are very clear about the connection between attendance and achievement. Regular and punctual attendance is a vital element in enabling pupils to learn effectively and to make excellent progress, which will positively impact on their attainment.

EFFS will be a school where children feel valued, known, safe and successful. The teaching will be stimulating with appropriate challenge and support. In short EFFS will be a place where children want to be.

Pupils, school and parents are all equal partners in ensuring excellent attendance. Excellent attendance and punctuality will be rewarded by tutors and Heads of Key

Stage, and we will widen our brief to include those whose attendance has improved, rather than just those who achieve 100%. Where attendance is unsatisfactory we will work closely with the pupil and their parents/carers to improve the situation.

Particularly at risk are Persistent Absentees and these will be specifically identified and special plans put in place. Each persistent absentee will be well known by their Head of Key Stage and class tutor who will work with them to improve their attendance.

Each pupil will have termly and annual attendance targets. Parents will also be informed about these targets. All tutor groups will have a target and the Heads of Key Stage and the tutor will work with the pupils to achieve their targets. The importance of coming to school every day and being in school on time will be regularly reinforced by Heads of Key Stage and tutors.

- Guidance from the DfE states that missing 17 days (or 5%) can lead to the dropping of a whole GCSE grade in final examinations. Therefore we will aim for all pupils attending for 96% or above of the school year. The attendance for the school as a whole should be well above 96%.

c) Quality of Teaching

- We will expect 100% of lessons to be graded as good or better with 40% of lessons graded as Outstanding.
- The school will expect 100% of staff to report good professional development opportunities, 100% of staff to say they are happy working at the school and 100% of staff to say that their induction arrangements were good or better.

d) Pupils and Parental/carer satisfaction

- 90% or above of pupils will describe themselves as happy or very happy and achieving well at school.
- 95% of parents/carers will say that the school is as good or better than expected.
- 100% parents/carers will report the transition arrangements for their child were good or better.
- 100% pupils will say they received good or better assistance to settle into their new school.
- 100% Year 10 and 12 pupils will say that the range offered and guidance given for GCSE courses was good or better.
- 90% of parents/carers will say that the advice they were given by the school on how to help their child at home was helpful and effective.
- Satisfaction rates in key areas of enrichment, citizenship and preparedness will be good or better.

e) Assessment and Data Tracking

At EFFS, the assessment process will be utilised to seek and interpret evidence for use by learners, teachers and parents to decide where the learners are in their learning, where they need to go and how best to get there.

We will utilise a full range of planned assessment opportunities to raise achievement through better targeted teaching. This process will reflect all aspects of an individual's educational achievement and will inform pupils, staff and parents/carers of progress made and also the quality of teaching and learning within each department across the school. We will utilise:

➤ *Statutory External Assessments:*

- GCSE, GCE, AS/A2 Examinations and Controlled Assessments.
- EBacc examinations.
- Academic progress will be tracked and measured against the pupils' attainment at KS2 SATS.

➤ *Internal assessments*

- CAT (Cognitive Ability tests).
- End of unit tests.
- End of year tests.
- Online assessments.
- Teacher Observations and Feedback.
- Oral Tasks.
- Peer and self-assessment.
- The Learning Quality Framework.

➤ *Day to Day Formative Assessment*

- Designed to identify future targets for the individual and class.

➤ *Marking and grading of work that will:*

- Regularly inform pupil learning.
- Inform pupils and their teachers and parents/carers of their progress.
- Monitor progress towards the achievement of targeted levels in examinations.
- Highlight areas for development or improvement.
- Inform teacher planning and evaluation of school effectiveness.
- Identify pupils who require additional support.
- Reward achievement.
- Teach pupils to reflect on their work, evaluate their own achievement and challenge them to work independently and challenge themselves.

- Provide written positive and developmental comments guiding pupils clearly about how they can improve.
- Be in line with national standards and relevant assessment criteria and regularly moderated.
- Inform pupils of their level of work and what they need to do to reach their target.
- Focus on relevant learning objectives, key priorities and learning outcomes.
- Be sensitive in order to promote pupils' positive self-esteem.

➤ *Marking*

- Pupils' work will be marked and a mark recorded on the MIS.
- Every half term there should be a levelled or graded assessment. Pupils and parents/carers will access detailed written feedback (via the MIS) together with targets linked to how they can improve the quality of their work and achieve the next target.
- Subject teachers will assess pupil work to provide a currently working at Teacher Assessed Level, an Effort Grade and a Target Grade will be provided termly.

Monitoring and evaluation systems

The core purpose of the school is to continually raise pupil achievement. Monitoring and evaluating pupil progress will be vital to this. Pupil progress will be formally reviewed against the school targets in a number of ways during the school year including:

- Tutor/Pupil Target Setting and Review Meetings - TSRs (Every Half Term).
- Departmental Pupil Progress Meetings (Termly).
- Examination Feedback and departmental review (annually in the autumn term).
- Annual Reports.

In addition to this EFFS's Data Manager will work for and alongside the leadership team to provide strategic leadership and effective management in the development of pupil data and reporting systems. The Data Manager will work with all staff at all levels and with the governing body and will be responsible for:

- Design, creation and maintenance of an up-to-date management information system.
- Pupil future estimates.
- External results data.
- Internal attainment grades.
- Identifying groups of pupils and identifying underachievement.
- Liaising with and briefing senior leaders, governors, Directors of Learning and exam officers on the interpretation and implication of data.
- Our Data Manager will have an in depth working knowledge of MIS systems and be able to use RAISE online.

It is also expected that all teachers will continuously monitor pupil progress and tutors will discuss this in the half termly TSRs. This will ensure that teachers will be able to quickly identify pupils needing additional help or support to achieve their targets:

➤ *Subject teachers*

- Accurately record teacher assessed levels.
- Use assessment data to monitor pupil progress against their target set
- Research pupil performance comparisons with other departments and schools.
- Direct strategies, initiatives and resources to pupils who are identified as underperforming.
- Ensure pupil progress is rewarded.
- Attend surgeries to identify avenues for progression for individual pupils.

➤ *Directors of Learning and Heads of Key Stage*

- Use assessment data and monitor pupil progress against school targets.
- Ensure teaching staff are implementing the monitoring policy.
- Target strategies, initiatives and resources to pupils who are under performing.
- Identify good practice and successful progression and ensure the sharing of this good practice in the school.
- Conduct 'book looks' of pupil work.
- Conduct learning walks.
- Ensure that pupils are being set appropriate targets.
- Ensure pupil progress is being rewarded.
- Ensure that national curriculum assessed levels are accurate and departmental procedures are in place to moderate assessed levels.

➤ *Senior Leaders*

- Evaluate and monitor examination results against the schools targets.
- Evaluate and monitor data using the Learning Quality Framework.
- Gather pupil experience data to inform CPD activities.
- Use the information to inform school development planning.
- Ensure resources are sufficient and appropriate to support learning effectively.
- Receive reports from Heads of Key Stage and Directors of Learning and keep alert for trends in learning progress.

➤ *Tutors*

- Use academic information to monitor pupil progress across all areas.
- Discuss and identify areas of successful progression and areas for future development with pupils.
- Communicate concerns to pupils.
- Communicate identified areas of development with parents via MIS, annual report, TLRs and individually arranged meetings.
- Monitor pupils' homework records, check and 'sign' each week.
- Monitor pupil behaviour, attitude to school and attendance
- Gather additional information on pupils if concerns are identified via 'round robins' and discussion with teachers.

- Identify pupils causing concern or those who may have developed new needs through Year team meetings.
- Investigate and collect any information relating to incidents affecting a pupil i.e. a bullying incident and ensure action is taken.

➤ *Pupils*

- Pupils will complete their half termly Personal Learning Plans in conjunction with their tutors.
- Take responsibility for their own progress by conducting regular self-review.
- Set realistic targets for attainment based on feedback from staff and self-review.
- Add information to their Record of Progress and Achievement.

➤ *Parents*

- Regularly review their child's progress via the MIS.
- Keep the school fully informed of circumstances which may affect their child's progress.
- Attend TLRs to discuss their child's progress.
- Contact the school if they have any concerns regarding their child's progress.

Monitoring and Improving Behaviour

Our pastoral support structure will ensure that every young person will report to their tutor on a daily basis, providing a single point of contact where any issues can quickly be identified.

When a young person fails to meet our expectations for behaviour staff will respond to ensure that the learning environment for others is not disrupted. The young person will be monitored to ensure that they make better choices, and sanctions will be applied. If appropriate, support will be put in place. This will be managed through the tracking of the number of pupils on report or in detention, or excluded from school. The reasons behind the figures will be analysed looking for patterns or trends which could inform future action to be taken.

If we do not achieve our targets the SLT, alongside Governors, will review the impact of current systems in place and ensure they are being properly deployed. If necessary, new systems will be established and the Quality and Standards Committee (see Section F) will refocus resources and increase the provision for behaviour support.

Monitoring and Improving Attendance

It is a statutory requirement to maintain an accurate register; registers are legal documents which only appointed staff members should complete. Monitoring of attendance will be rigorous and early action will be taken if a pupil's attendance is below expectation.

Daily routine

1. The registers will be completed electronically at the start of the morning and afternoon sessions.
2. Parents will be informed by text of pupils who are absent. Any prior notification from parents of absence should be received by the school by 8.30am.
3. Pupils will have a swipe card to register their presence at the start and end of each lesson during the day and for school lunches.
4. Lateness will be recorded.
5. Absence reports will be completed once a week.

The attendance officer will:

1. Check the registers are properly completed twice a day.
2. Check for information with regards to absence from parents.
3. Maintain a weekly hard copy record of all pupils being monitored for court proceedings.
4. Record parents' explanations for absence. Print these off and hand to Head of Key Stage.
5. Print out an absence report for each year group and follow up absences unaccounted for.

Monitoring and Improving the Quality of Teaching

EFFS will continually strive to fulfil the criteria for Ofsted "outstanding" gradings in all areas and to be able to provide good quality evidence at all times. Governors will undertake school visits and will receive termly reports on the school review against Ofsted criteria. The summative outcome of an official Ofsted Inspection will be used for further evaluation and development.

In order for pupils to make better than expected progress and achieve outstanding outcomes in their studies, pupils have to be taught by excellent teachers. To this end our programme of lesson observations by senior staff with developmental feedback is of key importance. Planning will be monitored on a regular basis and outcomes of pupils will inform the success of the teaching strategies. The criteria for Outstanding Teaching in the Ofsted Framework will be used for this monitoring programme.

a) CPD and JPD

The quality of teaching will also be affected by the quality of staff morale, development and retention. Staff professional development will be monitored and future study identified and agreed as part of the performance management programme.

Senior staff will analyse the pattern of staff development to ensure that the school maintains a wide range of professional expertise in order to provide a high quality

curriculum for the pupils. Staff will also complete the Ofsted questionnaire annually, the results of which will be analysed by the leadership team and Governors to inform future school development. Staff leaving the school will complete exit questionnaires. Staff mobility will be analysed annually by SLT and Governors.

b) Quality of teaching

If targets are consistently being met we will celebrate the quality of teaching and aim to increase the percentage of lessons judged to be outstanding.

If targets are not being met we will:

- Identify the teachers not performing to standard.
- Clarify expectations.
- Employ appropriate remedial action.
- Use the performance management systems to formally structure the necessary improvements.
- If improvement does not take place will institute the capability procedure.

c) Staff development

- Performance managers will meet with staff not fulfilling expectations.
- Staff will be directed to appropriate training.

Case study example: Ladder of action.

If an individual class is not making expected progress:

- Data manager will present information to the Curriculum Leader through the normal monitoring systems.
- The relevant Directors of Learning will check progress of all the classes and compare and contrast.
- The Director of Learning will highlight this with the class teacher who will be given the opportunity to discuss the findings.
- Director of Learning will undertake lessons observations and will check planning, marking and pupil work for clarification of the issues.
- If these steps do not result in a rectification of the concern the Director of Learning will set short term targets for the teacher and arrange additional training and alert the Deputy Head.
- If there is still no improvement then consideration will be given to remove the teacher from the class and further action may be appropriate including implementing the capability procedures.

At the same time additional resources may be targeted at the class or an individual pupil to meet their learning needs.

d) Liaising with and reporting to parents/carers

Section C highlighted the important role that parents play in improving pupil outcomes. Our consultation process also demonstrated that local parents want to be able to access data regarding pupil progress in all aspects of their schooling.

There will be a learning gateway on the school website where parents can access assessment data, Personal Learning Plans and attendance and behaviour records. The information provided for parents via our MIS will be in a format which will be clear and unambiguous. This will include information about a pupil's progress in all aspects of the EFFS curriculum and in their attitude to learning and to the core values of the school.

Parents/carers will attend 3 pupil/tutor target setting and reviewing meetings per year. They will also be able to raise a query whether it is about academic progress or an issue around the well-being of their child via the learning gateway. They will also be able to make appointments to see members of staff. Staff will be available to speak to parents/carers by appointment.

The school will have a Parent Council which will meet once a term to contribute to school planning and development and to discuss items of mutual concern. This council will form the basis of a parents' and friends' association. This group will focus on raising money for special items, organising special social activities and will be advocates for the school.

e) Feedback from pupils and parents/carers

It will be important to Governors and the SLT to receive information from parents/carers and pupils about the school including through the Parent and Pupil councils (see Section F). Anonymous annual questionnaires will be distributed to pupils and parents/carers. The results will be analysed and areas for development identified. The Ofsted questionnaire will be a basis for this questionnaire with additional questions as appropriate to the school at any given time. Pupils leaving the school at the end of Year 11 will be interviewed and pupils leaving at other times prior to this will be given exit questionnaires.

The results of these questionnaires will be posted on the school website and information will be given as to what action will be taken to improve any practice which is highlighted as below expected and how this will inform future school development plans.

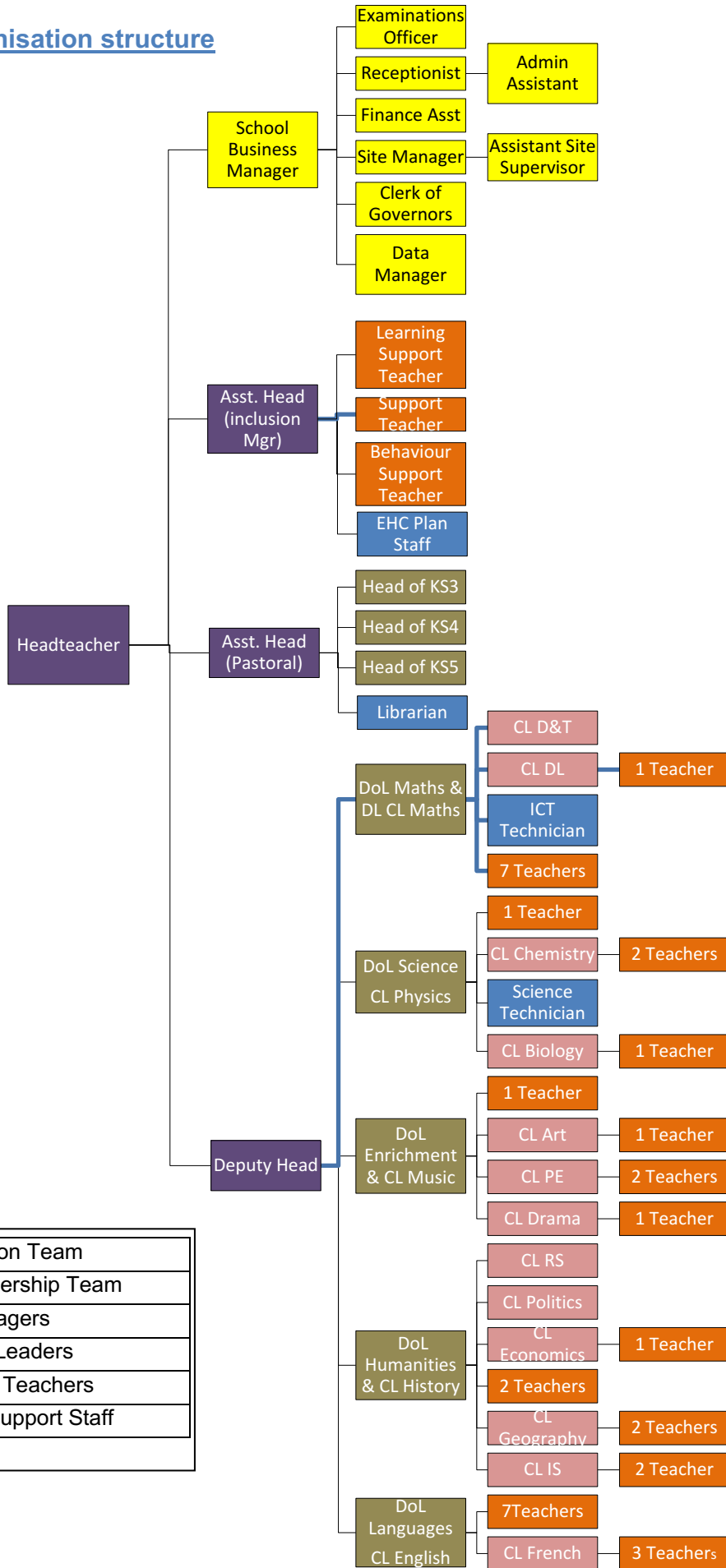
Section D3: Staffing Structure

PHASED GROWTH

The school will start with Year 7 only and will be a four form entry school which will have places for 120 pupils per year. The staffing structure established to operate the school and how it will build up is demonstrated by the table below and the organisational chart overleaf.

	2015 1	2016 2	2017 3	2018 4	2019 5	2020/6 6	2021 7
Pupils	120	240	360	480	600	720	840
SLT	2	3	4	4	4	4	4
DoLs	2	3	3	5	5	5	5
Pastoral Leaders	0	0	1	2	2	3	3
Curriculum Leaders	2	4	8	11	11	13	13
Subject Teachers	2.5	7	8	10.5	20.5	23.5	32
Inclusion Teachers	0	0	1	2	3	3	3
Total Teaching Staff:	6.5	14	21	30.5	41.5	47.5	56
Admin	3	4	5.5	6.5	8.5	8.5	8.5
Education Support	0	0	1	2	3	3	3
Total Staff	11.5	21	31.5	43	57	63	71.5
Contracts*	3	3	3	3	3	3	3

Proposed organisation structure



	Administration Team
	Senior Leadership Team
	Middle Managers
	Curriculum Leaders
	Main Grade Teachers
	Education Support Staff

ROLE PROFILES

Consultant Head Teacher

The quality and experience of the leadership team is crucial in delivering our ambition and vision. We intend to appoint a Consultant Head to plan for and oversee the curriculum, staffing and implementation of EFFS' vision during the pre-opening phase.

We have a preferred candidate for the [REDACTED], [REDACTED]. [REDACTED] is the [REDACTED].

Using this approach will allow us to appoint an 'up and coming' dynamic Head teacher who will be well supported in their initial years of Headship.

Head teacher – From Year 1

- Responsible for directing the vision of the school and raising the profile of the school in the local community.
- Leader of teaching and learning.
- Responsible for staff recruitment and development.
- Line Management of Deputy and Assistant Head teachers.
- Responsible for BLP in the first 2 years.

Deputy Head teacher – From Year 3

- Responsible for the development of teaching and learning.
- Responsible for the assessment and data tracking programme.
- Responsible for target-setting.
- Deputising for the Head teacher as directed.

Assistant Head teacher (Inclusion Manager) – From Year 1

- Responsible for pupil progress.
- Inclusion Manager.
- Line Manager of all SEND / EAL/ Pupil Premium support staff.
- Named SENCO.
 - Co-ordinate the provision for children with SEN and/or additional needs.

- Liaise with staff and providing professional development for them.
- Liaise with the parents/carers of pupils with SEN and/or additional needs.
- Maintain the school's SEN register and oversee the records of all pupils with special educational needs.
- Ensure that all staff have confidential access to the SEN register.
- Provide information for ECHPs and compiling the paperwork for the annual review.
- Liaise with all outside agencies, voluntary support organizations, and medical and social services.
- Line manage SEN staff.
- Responsibility for behaviour and attendance (until Y2).
- Responsibility for monitoring and tracking systems (until Y3).
- Head of Year 7 (until Y2).

Assistant Head teacher 2 (Pastoral) - From Year 2

- Responsible for pastoral care, behaviour, attendance and punctuality.
- Responsible for day to day management of safeguarding.
- Responsible for Key Stage Pastoral System.
- Line management of the Heads of Key Stage.
- Responsible for Year 7 transition and preparation for Year 10 option choices.
- Responsible for transition into higher education, further education and work.
- Line Management responsibility for library staff.
- Head of Key Stage 3 (until Y3).

Directors of Learning

There will be an expectation that all Directors of Learning (who will also be Curriculum Leaders for their specialist subjects) will undertake sufficient research and relevant training to ensure that teaching and learning is both outstanding and cutting edge within their area of responsibility. Since it is the intention that BLP, and in some cases Citizenship, will be delivered through Dual Focussed Lessons, post-holders will need to develop appropriate schemes of work to adequately prepare for this.

Director of Learning for Languages - From Year 1

- An English graduate with responsibility for schemes of work in English (and Drama for the first 2 years) and staff performance management of the modern foreign languages curriculum leaders.

Director of Learning for Humanities and Citizenship – From Year 1

- A graduate in history responsible for the schemes of work in history (and geography for the first year) and performance management of the other humanity Curriculum Leaders.

Director of Learning for Science – From Year 2

- A physics graduate with responsibility for schemes of work for physics (and biology in years 1 and 2) and staff performance management of the Science Curriculum Leaders.

Director of Learning for Maths and Digital Learning – From Year 4

- A graduate in maths responsible for the schemes of work in maths and staff performance management of the Digital Learning and Design and Technology Curriculum Leaders.

Director of Learning for Enrichment – From Year 4

- A graduate in music with responsibility for the schemes of work in music and the delivery of appropriate performance opportunities for pupils. Responsible for the performance management of the Art, Drama and Sports Curriculum Leaders.

Pastoral Leaders

TLRs will be made available to staff to take on pastoral responsibilities as Heads of Key Stage. It is envisaged that these will increase as their responsibility does in terms of pupils numbers. A plan for such payments will be produced by the Head teacher to show staff how their salary will reflect the increase in job weight. It is envisaged that the payment will be linked to the size of the Key Stage in pupil numbers, and therefore, in effect, reflect the success of the school.

- *Head of Key Stage 3 – From Year 3.*
- *Head of Key Stage 4 – From Year 4.*
- *Head of Key Stage 5 – From Year 6.*

Curriculum Leaders

Curriculum Leaders will be graduates in their specialist subjects and will be responsible for the performance management of staff within their specialist areas.

- *Curriculum Leader for Maths- Year 1 to Year 3 (this role is then absorbed by the Director of Learning for Maths and Digital Learning post).*
- *Curriculum Leader in Chemistry – From Year 1.*
- *Curriculum Leader for Biology - From Year 3.*
- *Curriculum Leader for Digital Learning – From Year 2.*
- *Curriculum Leader for D&T – From Year 4.*
- *Curriculum Leader for Geography - From Year 2.*
- *Curriculum Leader for Individuals in Society – From Year 3.*
- *Curriculum Leader for Politics– From Year 6.*

Ealing Fields Free School

- Curriculum Leader for Economics– From Year 6.
- Curriculum Leader for Religious Studies– From Year 4.
- Curriculum Leader for PE – From Year 4.
- Curriculum Leader for Drama – From Year 3.
- Curriculum Leader for Art– From Year 4.
- Curriculum Leader French- From Year 3.

Main Grade Teachers:

In addition to subject teaching, teachers will be responsible for a tutorial group and at least 1 lunchtime club and one homework club per week. The numbers of main grade teachers employed per subject area alongside each year they will join are as follows:

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
English		✓	✓	✓	✓✓	✓	✓	7
Maths		✓	✓	✓	✓	✓	✓✓	7
Physics					✓			1
Biology					✓			1
Chemistry				✓			✓	2
History		✓			✓			2
Geography					✓	✓	✓	3
Economics							✓	1
IS					✓		✓	2
MFL	✓			0.5	✓		0.5	3
Digital Learning						✓		1
Drama							✓	1
Art	0.5	✓						1
Music	0.5	✓						1
PE	0.5	✓			✓			2
Inclusion(Behaviour support, Learning support)			✓	✓	✓			3

(Subjects also have an additional teacher who is either a Director of Learning or Curriculum Leader)

Administration Support

- Business Manager responsible for buildings management, personnel, finance management, income generation 1.0 FTE - From Year 1.
- Clerk of Governors 1FTE – From Year 2.
- Data Manager 1FTE – From Year 4.
- Receptionist 1.0FTE. This post holder will act as the Attendance Officer. – From Year 1.
- Finance Assistant 0.5 FTE - From Year 3.
- Examinations Officer 1.0 FTE – From Year 5.
- Admin Assistant FTE – From Year 3.
- Site manager responsible for site security, portorage, minor repairs, monitoring of cleaning contract - From Year 1.
- Assistant site supervisor (1 FTE) - From Year 5.

Education Support

- Librarian 1FTE – From Year 4 (member of the institute of Librarians).
- Science Technician 1.0 FTE – From Year 3.
- IT Technician 1.0 FTE – from Year 5.

Contracted out services across all years

- School cleaning.
- School meals.
- IT maintenance.

Section E1: Evidence of need

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

	2015				2016			
	A	B	C	D	A	B	C	D
Year 7	120	126		105%	120	139		116%
Totals	120	126		105%	120	139		116%

The quality of the evidence of parental demand data:

The table below shows the total number of children whose parents have indicated that they will choose the proposed school as their first choice.

Summary of children registered (By current school year)	
Year 7	50
Year 6	40
Year 5	126
Year 4	139
Year 3	165
Year 2	139
Year 1	161
Reception & Pre-School	423
Total	1243

Potential parents were provided with a range of information to enable them to make an informed decision about choosing Ealing Fields Free School as their first choice; these are described in more detail in section E2.

Ealing Fields Free School

Parents were asked to register their interest in the school only after they had read the vision statement for the school either on the website (a link was provided directly to the Vision statement) or in hardcopy. Our registration form read as follows:

Ealing Fields Free School: Registration of Interest

If you would like to see Ealing Fields open and you are interested in sending your children to the school please register your interest below. Please note that whilst this does not commit you to choosing this school should it open, it does indicate that a school with these characteristics would be chosen by you over other available options.

Please tick here to confirm that you have read either the reverse of this flyer or the page headed 'Vision' at www.ealingfields.co.uk, before you sign this form.

Name* _____

Child's/Children's date(s) of birth* _____/_____

Your Postcode* _____

I would select Ealing Fields as first choice for my child/ children * Yes/No

Enter your email address if you'd like us to keep you updated.

*(We respect your privacy and won't share your details with anyone)

Thank you for registering – we appreciate your support!

The Vision on the reverse of the form and on the website stated:

“Our vision is to create an outstanding school of the highest reputation that empowers students with the knowledge, skills, dispositions and independence of mind that will make them effective, fulfilled and responsible participants in the world they will inherit. Ealing Fields will strive to instil the pursuit of excellence in our students so they experience the joy of learning and demonstrate craftsmanship in all they do. The school will focus on inspiring curiosity, creativity and compassion and will promote a ‘can do’ culture of seizing opportunities and living life to the full. To realise this vision we will focus on:

Scholarship: excellent academic achievement for all.

Preparedness: the skills and dispositions needed to access, and excel at, world class universities and jobs of significance and importance.

Fulfilment: developing lifelong passions.

Citizenship: becoming responsible and proactive participants in the world.”

This map shows that the majority of registrations to date for pupils in Years 7 and 8 are within 2-3 kms of the site (the numbers represent number of postcodes within the bubble area and not pupil numbers):



Evidence of need:

Section C provides detailed information outlining a range of reasons why a new secondary school is needed in the area. It highlights how Ealing is the fourth most effected local authority in relation to predicted shortfall of secondary school places. The table below provides further information about the forecast shortage (basic need) for secondary provision in the area:

School year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
GLA Forecast no. of Year 7 pupils	2967	3266	3377	3527	3853	3668
Surplus / shortfall of places	249	-50	-161	-311	-637	-452

Section E2: Successful engagement with the local community

As a parent led proposer group our plans are based on what local parents want from a local secondary school. We have devised and adapted our plans in accordance to a wide ranging consultation process.

Consulting with local parents led to two key amendments to our initial plans:

- 1) Parents were concerned about our plans for a longer school day. They were worried that a longer school day would encroach on family time. In response to feedback we changed our intended day from running from 9:00 to 5:00 to 8:30 to 16:15.
- 2) Many parents expressed interest in specialisms in Drama/Performing Arts and Sport as well as Art and Music. No single specialism predominated; therefore we have made 'enrichment' part of our core curriculum offer to ensure this aspect of our curriculum is given the status and attention that is sought after within the community.

OUR ENGAGEMENT PROCESS

We have carried out a broad range of consultation activities and have engaged with local parents and other residents in a variety of ways:

1. *Launch Event*

We held a public launch event, attended by over 300 people, on 22 April 2013, at which we introduced the proposal and sought views from parents and other residents. Views expressed at the meeting have been used to help shape our plans, particularly in regard to the curriculum and our preferred site for the school. At that meeting we asked attendees to submit any questions or queries via our website – we received over 100.

In the two weeks following our launch event we received over 200 registrations.

2. *Letters to local parents*

As highlighted in Section D, we anticipate that the majority of pupils who will come to EFFS will transfer from three feeder schools (Little Ealing Primary, Fielding Primary and Grange Primary). A few parents from the nearby catholic school, Mount Carmel Primary, have also registered their support. Parents and pupils at these schools are key stakeholders in our plans.

We contacted all four primary schools and two of them distributed letters to their entire pupil cohort informing them of our plans, inviting them to a public meeting and directing them where to find further information and to ask questions. For the remaining two schools, who did not reply to our requests, we engaged in a week long 'flyer' campaign whereby we distributed leaflets detailing the above information at the school's 'drop off' and 'pick up' times.

3. *Meetings with feeder schools*

At meetings with the Head teachers of the two schools that distributed letters, conversations were also held about our Year 6 to Year 7 transition plans alongside ideas about EFFS Ambassadors visiting their former primary schools at various times in Year 7 to share their experiences with Year 6 pupils. Both Head teachers were very responsive to these ideas.

4. *Public Meetings*

In addition to the launch event mentioned previously, we held two further public meetings on 2 July 2013, in response to frequently asked questions as posted on our website about Dual Focussed Lessons. Professor Claxton came to both evening sessions in order to fully explain how BLP would be implemented at EFFS. In publicising our public meetings, we targeted deprived areas in the community for leaflet distribution and put up posters in local community hubs (see below for details).

At these meetings we made valuable contacts in the community who have helped guide us in our engagement to a wide cross section of the borough's demographic and who have subsequently become part of our core and advisory groups.

We received a further 140 registrations following this event.

5. *Parental Survey*

Survey Monkey was used to contact over 900 parents on our database to seek their views on our vision and education plans. These results will be used to gather data, via a series of focus groups to be held in September and October, to revise and further develop our plans in line with what the community wants.

We are planning to hold specific focus groups in September and October with parents of children from Grange Primary School to explore how to better engage parents from social housing local to the school.

6. *Stalls at local events*

In order to reach community members beyond those in the immediate locality we have attended a number of local events in Ealing to publicise our application, to consult people about our plans and to get people involved in the campaign. These have included a local Ward Forum (19.03.13), Hanwell Carnival (15.06.13), Pitshanger Party in the Park (30.07.13) and the Brentford Festival (1.09.13). The demographic for attendance at these events provided a great cross section of community to engage with over the course of the events.

During these events:

- Members of the steering group were able to talk to prospective parents about the EFFS vision and to answer questions.
- local businesses and individuals volunteered their support (including the local YMCA and the local residents association).
- We received over 100 registrations.

7. *Internet, Media and Social Media*

Ealing Fields Free School Steering Group has created a website and a social media presence as we are aware that our demographic use these forms of communication frequently. The website has been up and running for the whole of the campaign and is updated regularly with input from local events. We have recorded and posted all of the presentations from our open evenings on our website and we have received over 3400 unique visitors since we launched the site.

8. *Direct emails*

We have utilised the list of parents who have already registered for the school, contacting them frequently (on average every 2 weeks) to provide updates, to seek views, provide information about upcoming events and to ask for help with publicity.

9. *Local and National Press*

We have had a number of articles about the school published in local and London wide press. Following the article about the school in the Evening Standard we received over 30 emails registering people's interest in 'getting involved'. Four of these people are now on the steering group offering legal, site and recruitment expertise.

10. *Distribution of Marketing Materials*

- We have put together a portfolio of marketing materials to assist us in our campaign: flyers for distributing at public events, and via local community hubs such

as Children's Centres, Libraries and Doctors surgeries as well as in local businesses. These flyers will be translated into 3 languages based on feedback from the council on which would be most useful.

- Business type calling cards with contact details for members of the Steering Group to carry with them at all times to give to interested parties.
- Posters to publicise the campaign and events that we are attending/arranging photographic imagery which explains the concept to people for whom English is not a first language.

11. *Engagement with other Stakeholders*

- We have had several meetings with the Local Council to share our plans with them and to ensure that our plans are in keeping with the needs of the community.
- We have met with the Members of Parliament of the constituencies of local feeder schools. Both Virendra Sharma and Angie Bray have pledged support for our campaign.
- We have received considerable support from the three local councillors in the ward in which our preferred site is situated. We have also attended a number of Ward Forums and as a result we have support from residents who play an active role in planning consultations.
- We have forged positive relationships with the Head teachers of two local 'Outstanding' Academy Secondary schools. Both these Head teachers are open to exploring how our schools may work together in the future
- We have had positive meetings with GlaxoSmithKline, whose global head office is within a mile of our intended site about their possible support and also possible access to their sports fields.
- We have had constructive discussions with the local Parks and Leisure department to align sports provision.

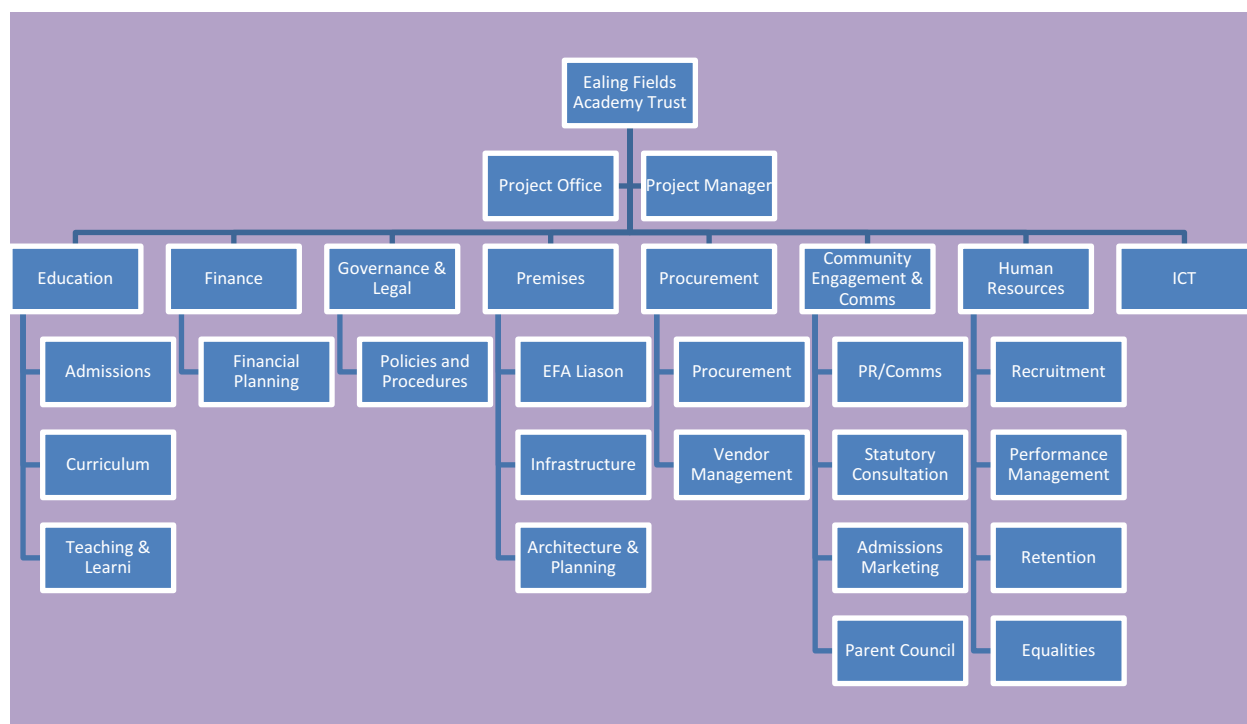
Section F: Capacity and Capability

F1 The necessary experience and credentials to deliver the school to opening

The project team originated with 13 people and a variety of skills. Following extensive community engagement the team has been supplemented with volunteers bringing a greater variety of skills to cover the areas identified in the organisation chart below: the Delivery Group.

The Delivery Group’s role is to turn the School Vision into reality. It comprises the key professionals required to bring the School into being. The Delivery Group will be sub-divided into functional groups to enable efficient management and to discharge various aspects of the delivery.

An Interim Parents’ Council will also be founded to be used as a sounding board for ideas in the development and delivery of the School. The Council Chair will join the Delivery Group, structured as below with the various sub-group lead people presented in F1 (a).



F1 (a) Pre-opening skills and experience

Core group members are members of the main programme Board or sub groups.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	20
██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	8
██████████	██████████	██████████	██████████	10
██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	8

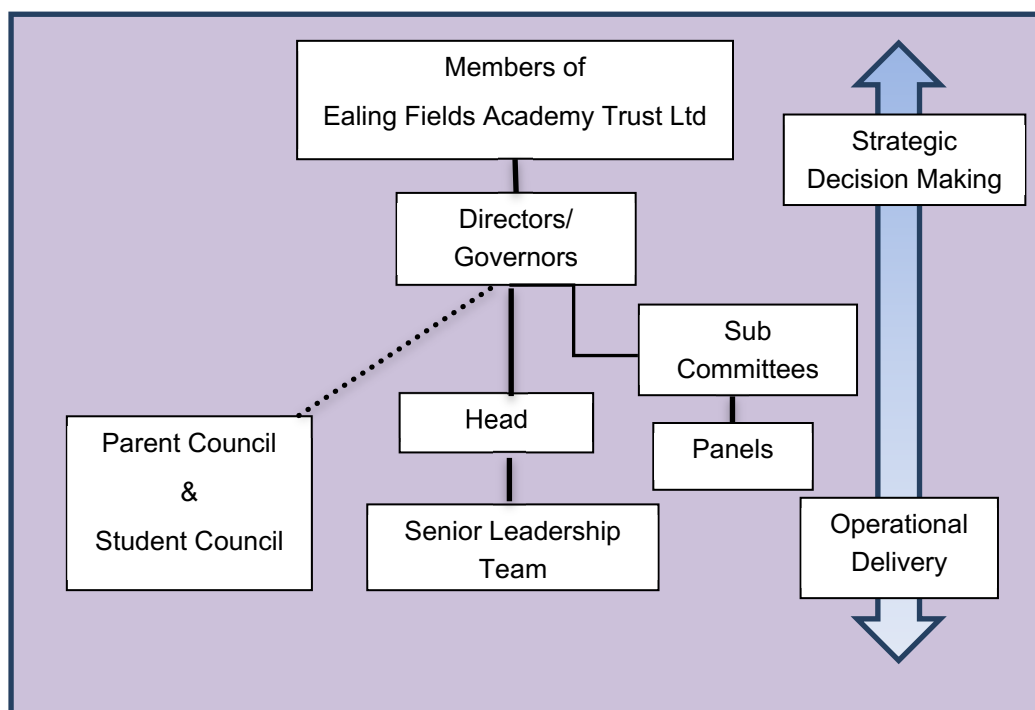
Ealing Fields Free School

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	8
██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	5
██████████	██████████	██████████	██████████	8

F1(b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
School Leadership	<p>██████████ brings extensive school leadership experience we plan to supplement this by appointing a Consultant Head teacher early in the pre-opening phase. ██████████ has agreed, in principle, to assist us with helping to build our School Leadership team and will also bring a wealth of expertise in leading an outstanding school.</p>
School Administrative management	<p>Recruitment of a business manager to commence in post beginning of summer term 2015. Candidates are likely to have to serve one term or 3 months' notice so we plan to go live with marketing this vacancy January 2015. We will utilise local networks, national recruiters and the NASBM job board.</p>
Project Manager – whole project	<p>██████████, ██████████ and ██████████ ██████████ but in a fast moving multi stakeholder project a dedicated experienced resource will be essential.</p> <p>Utilise EFA expertise for site procurement and buy in some specific expertise.</p>
Premises Management	<p>Utilise ██████████ and ██████████ ██████████.</p>
Admissions Management	<p>Buy into the Pan-London Co-ordinated Admissions System as used by Ealing Council.</p>

F2 Governance and Leadership Structure

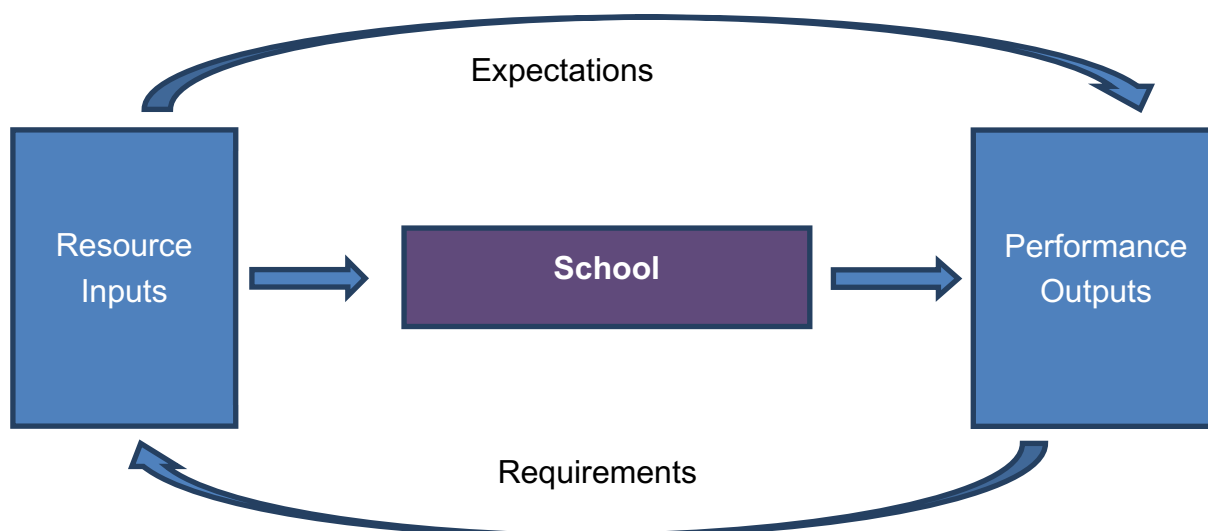


Principles of the Schools Leadership and Governing Body

An outstanding school requires outstanding teaching lead by outstanding leaders, held to account by an outstanding governing body.

In order to deliver outstanding Governance, the School will operate with a small Governing Body (GB) based on the skills the School requires and the stakeholder groups who are interested in its performance. This follows both DfE and Charity Commission advice.

A small GB ensures that all Governors have a greater knowledge and understanding of all aspects of the School's life and allows better focus on decision-making rather than discussion. This allows greater operational empowerment of the Leadership team and less chance of "mission drift" between the roles of Governance and Operational leadership whilst empowerment of the school leadership team is entirely consistent with the school's vision of empowering its pupils. The delivery of this model requires a strong Clerk of Governors and School Business Manager together with a strong Head teacher so that the GB can focus on propositions delivered by the School's Operational Leadership.



To maximise the GB's performance and efficiency there will be three standing sub-committees of the GB: Resources, Quality & Standards and Strategy.

The Resources sub-committee will focus on the effective deployment of the School's resources i.e. financial, personnel, premises, curriculum structure and content and its brand value and good name.

The Quality and Standards sub-committee will be responsible for Health and Safety, performance management and analysis (which would include SEN, FSM and Gifted and Talented monitoring on an integrated basis), Head teacher and leadership team performance.

The Strategy sub-committee will comprise the chairs of the other two sub-committees, the Chair and Vice Chair of the GB and the members of the Leadership team. They will support the GB by focussing on forward-looking issues in order to maximise efficiency of the GB when planning for the future.

The GB will be expected to include the following skill sets either through its full members or non-voting associate members:

- Finance.
- Education.
- Legal (contract and or employment preferably).
- Personnel and HR.
- ICT.
- Estate and Premises management.
- Communications.

Constitutionally the make-up of the GB will include (up to) 11 members comprising: the Head teacher (ex Officio), two directly elected parent members, two other staff voted representatives, and six members appointed for their relevant skills. Each GB member will serve a three year term with a maximum tenure of nine years.

The Chair, Vice Chair and sub-committee chairs shall be elected from within the non-staff members of the GB. Non-voting “associate governors” may be appointed from time to time by invitation of the Governors as specific requirements fall due and may be for limited term duration. Sub-committees are empowered to appoint their own “associate governors” if there is a requirement to do so.

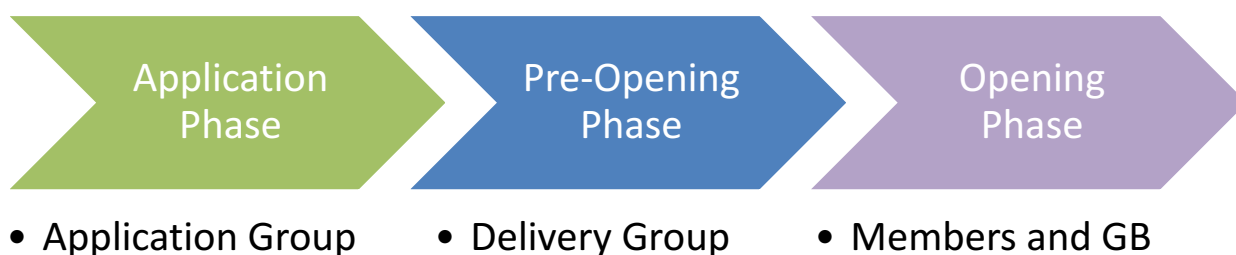
Governors will be appointed from a variety of sources including SGOSS, local chambers of commerce, and the wider volunteer group established through our on-going community engagement. All Governors would be nominated to sit on any one of a number of panels that would convene on an ad hoc basis.

The Chair of the Parent Council will by invitation represent the Council’s views to the GB (but is not a member of the GB). The purpose of the Council is to provide a structured feedback loop to the parents direct to the Leadership team and GB and is critical to continuing engagement in all aspects School life with the parents.

The School Council performs a similar function to this for the pupil body and would comprise two representatives from each School year group. The Chair of the School Council will by invitation represent the Council’s views to the GB.

Standing Committees		Panels Meeting on and Ad Hoc basis	
<p>Quality and Standards (meets half termly)</p> <ul style="list-style-type: none"> • Education Specialist • ICT • Staff Governor • Parent Governor • +2 	<p>Resources (meets half termly)</p> <ul style="list-style-type: none"> • Finance Lead • Personnel Lead • Premises Lead • Staff Governor • Parent Governor • +1 	<p>Selection Panel</p> <ul style="list-style-type: none"> • Chair of Governors • Head Teacher • Chair of Personnel <p>• Selection of Head teacher requires Chair + 3</p> <p>• Selection of Deputy requires Chair, Head + 2</p> <p>• Other posts require a Governor, which could be the Head.</p>	<p>Exclusion (Pupil Discipline)</p> <ul style="list-style-type: none"> • Chair of Governors • +2 <p>Complaints Panel</p> <ul style="list-style-type: none"> • Chair of Governors • +2 <p>Complaints Appeal Panel</p> <ul style="list-style-type: none"> • Vice Chair of Governors • +2
<p>Strategy (meets termly)</p> <ul style="list-style-type: none"> • Vice Chair of Governors • Chair of Governors • Chair of Quality and Standards • Chair of Resources • SLT 	<p>Pay Committee (bi-annual, reporting to Resources)</p> <ul style="list-style-type: none"> • Finance Lead • Personnel Lead • +1 	<p>Staff Grievance Panel</p> <ul style="list-style-type: none"> • Chair of Governors • +2 <p>Staff Dismissal Panel</p> <ul style="list-style-type: none"> • Chair of Governors • +2 <p>Staff Appeals Panel</p> <ul style="list-style-type: none"> • Vice Chair of Governors • +2 	<p>Governors with Special Responsibility</p> <ul style="list-style-type: none"> • SEN / Safeguarding • SRE • Training link • Scholarship • Citizenship • Language • Enrichment
<p>Performance Management (meets termly)</p> <ul style="list-style-type: none"> • Chair of Governors • Personnel Lead • +1 • Advised by School Improvement Partner 			

Respective Roles and Accountability



There are now two distinct phases of governorship for EFFS; Pre-Opening and Post Opening, with a managed transition taking place between the two commencing with the appointment of the Head teacher Designate.

During the Pre-Opening phase, the role of the Members and Directors is to harness the skills of the Delivery Group to ensure EFFS can open on time and to sign the funding agreement with the DfE, and any property lease. During this phase there will initially be a minimum number of three Members and three Directors with a plan to add essential skills via further Directors from January 2014.

Post Opening, the Directors will be known as Governors. Their role will be to ensure clarity of vision, ethos and strategic direction by which the Head teacher can be held to account for the educational and financial performance of EFFS. The transition will commence on appointment of the Head teacher Designate. The Governors will be the statutory directors of the company.

Members

Throughout all of these phases and thereafter, the Members will hold in trust the vision and ethos of EFFS, and will be responsible for appointing the Governors, attending General Meetings and approving the annual report and accounts. The members will include the Chair of Governors and at least two other members appointed in accordance with the Articles of the Company. The founder Members are [REDACTED], [REDACTED] and [REDACTED]. The Members will review delivery of EFFS' vision and its outcomes as part of the annual report and accounts process. The Governing Body will be accountable to the Members for the delivery of their vision.

The Members will meet twice yearly in order to ensure the ethos of EFFS is being upheld. The Chair of the GB and chairs of sub-committees will present reports to the Members and once yearly, present summary KPI data as outlined below. The Members will also review Governor skills' audits and performance reviews.

Directors/ Governors

During the pre-opening phase the Directors will be responsible for the recruitment of the Head teacher Designate and other senior leaders. The recruitment of the Head teacher Designate is clearly of paramount importance. A detailed job description and person specification for this role has been drafted, setting out the role of a Head, and this will be reviewed by the Directors in consultation with the Members, the Delivery Group and the Interim Parents' Council. Our ideal profile is touched on in Sections D3 and F4.

The GB's responsibilities will be to provide support and challenge to the Head teacher and other senior leaders. The GB will be responsible for the performance management of the Head teacher. It will agree annual targets with the Head teacher for both academic and non-academic (i.e. financial and staff performance) outcomes. It will have oversight responsibility for the annual setting and regular periodic scrutiny of these targets.

The GB will have a schedule of matters reserved for its consideration and decision:

Performance Area	Key Performance Indicators
The academic performance is in line with targets.	Half-termly pupil progress data presented to Quality and Standards Committee.
The financial performance is in line with expectations.	Actual expenditure vs. budget presented to Resources, with risk and opportunities.
Compliance with legal requirements and statute.	Head teacher's report to full GB.
Compliance with the funding agreement.	Head teacher's report to full GB.
Staff are appropriately managed and developed .	Staff performance scorecard to presented Resources.
The safety and well-being of pupils and staff	Health and Safety report to Quality and Standards.

The GB will receive a summary dashboard scorecard showing all key areas of performance (pupil cohort data, pupil and staff performance, financial performance), presenting a single easy to assimilate data-set for the GB.

The GB will have an annual calendar of school visits so that they can witness at first hand the implementation of the school improvement plan and maintain an overview of key areas of school effectiveness.

Head teacher

The Head teacher will be responsible for the day-to-day running of EFFS, the delivery of its vision and ethos, its promotion within the local community, the implementation of the improvement plan and the management of the operating budget. They will be accountable to the GB for the safeguarding and well-being of EFFS' pupils and staff, delivering stretching learning outcomes for all pupils and ensuring the financial viability of EFFS. They will bear ultimate responsibility for the delivery of the targets agreed with the GB.

The appointment of a Head teacher Designate will mark the start of the transition from a Board of Directors to a Governing Body and this "interim Governing Body" will work to support the Head teacher Designate in appointing other personnel to EFFS. All appointments to leadership roles will require the involvement of the interim Governing Body, though the Head teacher Designate will have delegated powers for all other appointments made below leadership level.

As these appointments are to a new school, the Head teacher Designate will be responsible for ensuring that any induction and training needs prior to EFFS' opening are met. In order to discharge this responsibility, he or she will be supported by the Delivery Group and the interim Governing Body who will provide appropriate resources, personnel and guidance.

The Head teacher will have fortnightly one to one meetings with the Chair of Governors and have an annual performance review with the performance panel of the Governors (including a SIP) and it is this panel that would determine performance outcomes, identify development needs and if necessary capability reviews.

Parents Council

A Parents Council will be established consisting 14 parental representatives, two from each year group, who have been elected from the parent community. During pre-opening there will be an Interim Parent Council comprised of those parents who have registered their intent to send their children to the School. The Interim Parents' Council will give way to the substantive Parents' Council once confirmation of pupil places at EFFS is sent to parents. The Parents' Council will play a key role in continuing parental engagement in EFFS operation and development. Places on the Parents' Council will be allocated by election of volunteers drawn from parents of pupils registered at EFFS.

Governance Procedures

Included in employment contracts, policies and procedures, and sub-committee Terms of Reference, will be clear guidelines on how to escalate issues. The most usual route

would be from Senior Leaders to the Head teacher, and then up to the Chair. We will appoint a Teacher Representative and a Governor contact for them to allow for issues relating to the Head teacher to be escalated.

We have detailed a number of attainment and pastoral key performance indicators in Section D2 which will feed into an Annual Performance Review. There will be clear sanctions outlined including various disciplinary options, capability monitoring procedures in place to assist the GB in identifying and bringing in external training and support, and a reward structure to reflect excellence.

The Project Group has carried out an initial skills audit to identify key areas of strength and weakness at Governor level. In order to best steer EFFS and drive our school forward, audits will be carried out annually and there will be annual Governor performance reviews led by the Chair and our Personnel specialist.

To implement excellent Governance, a clear timetable of meetings will be agreed prior to each AGM for the year ahead. This will allow time for sub-committees to gather data and meet early enough to present information to the GB in a timely fashion. There will be the freedom to convene specialist panels on an ad hoc basis as required.

Initially EFFS will buy in support to ensure rigorous induction and training plans for Governors are established. On-going access to advice and support (i.e. Ten Governor and NGA) will be available to all Governors. We have three current school governors, two ex-school governors and a charity trustee in our Project Group and these will coordinate the external help. On an on-going basis, the Resources sub-committee will support new Governors through training and buddying following election.

EFFS has budgeted for a School Improvement Partner to ratify the information from staff and we will charge them with reporting to the GB using the format of an Ofsted Assessment. Terms of Reference for sub-committees will advise on the decision making restrictions and permissions as well as how many Governors are required for the meetings to be quorate and include clear advice on conflict of interest/loyalty. We feel that the ideal sub-committee will have a minimum of three Directors to be quorate.

F2 (c) Conflicts of Interest

A Governor must declare to their fellow Governors when they have any actual or potential personal interest or conflict (including conflict of loyalty) in any matter that also overlaps with their role as a Governor or where they have an interest in any matters tabled at a GB meeting. This declaration must be made as soon as the Governor becomes aware of it in accordance with the provisions of the Articles of Association.

That Governor must also absent themselves from the discussions of such matters where they are unable to act solely in the interests of EFFS.

For the purposes of conflict of interest if a closely related person (as defined by the Articles of Association) to the Governor were to be party to the matter that would also constitute an interest.

At the time of applying, we have identified [REDACTED] as a potential supplier of services to EFFS post approval. We have made it clear that any paid for work would be subject to appropriate tendering or recruitment processes, including where appropriate OJEU processes.

F3 Proposed Governors

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours/ week)
██████████	██████████	██████████	██████████	10
██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	5
██████████	██████████	██████████	██████████	4

Ealing Fields Free School

██████████	██████████	██████████	██████████	4

This composition, once the Head teacher and two elected Staff and Parent Governors are added, results in over 50% of the GB bringing education expertise. We believe this is the correct balance to ensure that the vision of the school is delivered and that the learner is placed at the centre of all that we do.

Skills gap for governing body

We have identified the following areas where we need to enhance skills and experience having assessed our current group and will appoint Associate Governors to fill these gaps. We will recruit governors with these specific skills through engaging with the community, specifically through advertisements, posters, leaflets and articles in the local media and chamber of commerce. [REDACTED] will utilise many online job boards and networks to promote the GB opportunities and is able to leverage his relationship with [REDACTED], the [REDACTED] to access their network. SGOSS partner with the National Governors Association and NCOGS and all three organisations will be used to access training and general support for these key roles.

Skills/experience missing	How you plan to fill the gap
ICT	Delivery Group team, Community Engagement, use of SGOSS. Potential lead is [REDACTED].
Health and Safety	Delivery Group team, Community Engagement, use of SGOSS.
Legal	Delivery Group team, Community Engagement, use of SGOSS. Potential lead is [REDACTED].

F4 A credible plan for recruiting a high quality Head teacher during pre-opening

Recruitment

We understand that appointing a Head teacher to deliver our vision and ensure excellence is critical to the success of our school and is therefore a central part of our setting-up strategy. Section D3 provides a broad overview of the role of EFFS's Head teacher. We will appoint a Head teacher who has QTS; a degree; NPQH; significant experience as a Senior Leader in a UK secondary school who:

- Can demonstrate they understand the status of EFFS as an independent state school.
- Can lead and manage EFFS to enable all students and staff to recognise and achieve their potential.
- Provides the vision and leadership needed to realise the trust's ambitions and targets.
- Accepts accountability for continuous improvement in the quality of education for all children and young people.

- Creates the environment and manages resources to promote and secure excellent opportunities and achievement for all students and staff.

The EFFS delivery group has members with substantial recruitment and HR experience, and has identified external advisors and commercial specialists in order to ensure the successful hire of a high quality Head teacher. Utilising our wide range of experienced sources, we have built a project timeline to allow a two term lead-in to prepare EFFS for opening:

Date	Action
November 2013	Confirm recruitment team; research advertising mediums and search firms.
December 2013	Appoint search firm or agree other form of attraction. Create essential and desirable criteria, job description and person specification, advert copy, information packs, selection criteria, set salary.
January 2014	Post advertisement and commence search Manage expressions of interest and convert into applications.
February 2014	Short-list applicants for interview. Run assessment day.
March 2014	Run second round interview and site visit. Make and manage offer to successful candidate.
April 2014	Successful candidate resigns from current post.
January 2015	Head teacher commences in post

In order to best manage the recruitment of our Head teacher, and that of the founding staff team, we have identified a [REDACTED] (see Section D3), [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] to:

- Tailor the job description and person specification.
- Shape the assessment exercises to reflect EFFS' educational challenges.
- Provide the professional experience and ability to judge candidates' relative strengths on leading teaching and learning, and expertise on their suitability for our headship post.
- Advise on the advert and constructing a comprehensive information and application pack to encourage the largest interest and to convert into formal applicants.
- Negotiate price and placing of adverts.
- Send application packs or host online.
- Ensure compliance with recruitment and equalities legislation.
- Ensure the process follows best practice in recruitment.

- Establish appropriate short listing criteria and a sifting process.
- Agree appropriate assessment exercises and interview questions.
- Issue invitations to interview and managing queries.
- Apply for references for shortlisted applicants.
- Schedule interviews and organise accommodation if needed.
- Produce relevant paperwork to support the selection process and ensure this is kept as a safe and secure record.
- Ensure timescales for the recruitment process are followed.

This team would ensure that all information produced highlights the key elements of our culture and DNA of our school. We believe that these are highly attractive to prospective applicants. We have also researched sources of support and expertise including freelance consultants, commercial recruitment agencies such as Bloomsbury Resourcing, TES Prime, CfA Education, and headhunting firms such as Odgers Berndtson's Education practice.

We are aware of the challenges of recruiting a high quality Head teacher. There is traditionally low geographical mobility (three-fifths of headship posts are filled within a local authority area). We also note that the time of year can affect the likelihood of a successful appointment. Research indicates that half of all Head teacher posts are advertised between January and March and further evidence suggests that secondary schools advertising in January and February receive higher numbers of applications than at any other time of year.

We will recruit a highly talented up and coming Head teacher who will be supported by a mentoring, coaching and development programme. This, alongside a Head teacher Group set at 6, will attract strong candidates to the role.

Selection:

Our assessment process will be comprehensive as outlined above, and we will seek to appoint someone to the group with Safer Recruitment experience, or invest in one of our group being trained.

Following assessment and selection, checks into staff qualification requirements, health, criminal record will be made, as will compliance with any recommendations concerning checks on child protection issues.

There is a possibility that we will be unable to appoint at this stage and we are agreed that we would rather take the vacancy back to market than to make a compromise

appointment. This would put our timetable back by one month although we have been advised that we would still likely be able to achieve a January 2015 start by utilising the slack in our proposed timetable.

Following appointment, during the eight month period prior to the Head teacher commencing in post we will involve the Head teacher designate in various matters including inviting him/her to observe committees and learn more of the core elements of our school. From January 2015, the Head teacher will enter a structured induction plan. This will draw on information gathered during selection, include substantial interaction with the board, and any relevant training from the National College for Teaching and Leadership.

The recruitment of a skilled and experienced Business Manager will also be a priority. The appointee will need to have extensive experience of managing budgets within an educational context, preferably within a secondary school or academy. This is an appointment that will be made at the earliest opportunity as the project will need to have clear financial management throughout the process. With EFFS experiencing growth and change for at least its first five years of existence, the sound management of its financial budget is essential to negotiating these successfully.

Section G: Budget planning and affordability

G1/ G2 Financial Plans and Viability

██████████

██████████

Section H: Premises

The need for Ealing Fields Free School (EFFS) is driven by the growth in pupil numbers in Ealing. The area is already densely built up with most free space designated as Municipal Open Land. Therefore the site search has revolved around identifying “Brownfield” redevelopment opportunities.

Sites have been identified through contact with local community organisations, the Ealing Development Management Plan Document (June 2012), and general local knowledge. Contact with the local authority has confirmed that there are currently no Government estate buildings available in this area, the closest site is a [REDACTED]. Discussions have taken place with the Local Authority and [REDACTED] in relation to the possible availability of access to facilities for offsite sports provision.

The criteria we have used to shortlist the potential sites are:

- A location in the heart of the EFFS community in which we have gathered evidence of demand.
- A high quality learning environment in the right location to underpin the key elements of the education vision.
- The ability to provide the floor area for a 4 form entry secondary school with 840 pupils, estimated to be c7,000sq m per EFA guidelines.
- Sufficient outdoor space for break times and sports facilities, comparable to spaces offered by other schools in the area.
- Good access to local playing fields, acknowledging that the opportunity to find a single site with available space for built up area and fields in one location is remote.
- Good transport links.
- Potential for phased development to avoid the need for temporary accommodation.

Four sites have been identified as having potential; these are summarised on the excel workbook. Existing office spaces that are available “To Let” have been reviewed, but as these would not represent a preferred long term solution and there is potential for these sites to be let in the time before negotiations can formally begin, the focus has been on sites with longer term viability.

Please fill in details for each of your preferred sites, taking care to complete every section.

Please note that the text boxes can be made bigger expanding the row in which it sits.

To insert a new line in a text box, press alt + enter.

Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school/studio school/UTC 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](#)

In which local authority is your preferred location? - this information is brought through from section B	Ealing
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Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	Ideally located in the South Ealing/ Northfields area. Postcodes <Redacted> and <Redacted>. Further west towards Hanwell would be detrimental to Elthorne High, further east impacts on Acton High and south impacts various schools in Brentford. There are limited sites available further north.
--	---

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:	<Redacted>
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Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, <Redacted>, Ealing, London, <Redacted>
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In which local authority is the site?	Ealing
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If the preferred site is near to the boundary with another local authority, please say which:	Hounslow
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	This is a well known disused building in the area.<Redacted>
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	Could be lease or freehold subject to negotiation with <Redacted>
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Please Include information on purchase or lease price if known:	Unknown - subject to negotiation
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Who owns the site?	Other
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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)	Yes
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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:	<Redacted>, <Redacted>, London Borough of Ealing <Redacted> email: <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:	Please select
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What kind of site is it?	Existing building
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	Quiet location in the heart of our community, adequate size for a secondary school, good transport links, and planning use. Potential for a phased opening which would avoid temporary accommodation cost.
---	--

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 area: 1.04 ha Building floorspace: approx. 3,253sqm We have visited the site several times and photos have been submitted. Existing floorplans from the <Redacted> deasibility study have also been submitted.
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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:	<Redacted>. Some water damage inside the buildings has been observed with some rotting wooden timbers. The main building is Grade 2 listed and the site includes a historic 'folly' which would probably have to be restored for planning reasons.
--	--

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>, <Redacted>, Ealing <Redacted>
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In which local authority is the site?	Ealing
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	Known <Redacted>. Owners contacted via managing agent
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	Freehold owned by <Redacted>, leased to <Redacted> and sub-leased to various tenants, school
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Who owns the site?	Other
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Please include information on purchase or lease price if known:	Not known
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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 Sure
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Name and contact details of owner:	<Redacted> <Redacted>
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Name and contact details of agent or local authority representative where available:	No agent appointed
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Cleared site requiring new build
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	The site is well situated in terms of our evidence of demand area, with excellent transport links and general amenities. It is adjacent to tube lines and therefore not attractive for residential conversion.
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:	0.6 ha, building area not known. The site is situated next to a railway track and fronts a busy main road.
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:	unknown

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>, London, <Redacted>
In which local authority is the site?	Ealing
If the preferred site is near to the boundary with another local authority, please say which:	Hounslow
If the preferred site is near to the boundary with a third local authority, please say which:	NA
If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
Please tell us how you found the site:	<Redacted>
Please confirm the tenure:	Other - please explain
If other, please explain further:	<Redacted>
Please include information on purchase or lease price if known:	Not Known
Who owns the site?	Government Building
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
Name and contact details of owner:	<Redacted>

Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Cleared site requiring new build
What is the current use?	<Redacted>
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	Quiet location near our catchment area, no change of use will be required. Good transport access.
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:	unknown
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:	unknown
Fourth choice site	
Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, <Redacted>, London <Redacted>.
In which local authority is the site?	Ealing
If the preferred site is near to the boundary with another local authority, please say which:	NA
If the preferred site is near to the boundary with a third local authority, please say which:	NA
If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
Please tell us how you found the site:	The site was included in Ealing's 2012 Development Plan document as having regeneration potential.
Please confirm the tenure:	Other - please explain
If other, please explain further:	Subject to Negotiation on acquisition
Please Include information on purchase or lease price if known:	
Who owns the site?	Other
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:	No
Name and contact details of owner:	<Redacted> <Redacted>
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	Centrally located to our catchment area with good road and transport links. Scope on the site for new buildings to be created and <Redacted> have other sites in the area so may entertain selling.
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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:	0.8ha
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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:	<Redacted>, age estimated to be approximately 20 years.
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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:	
---	--

Annexes

ANNEX 1: CVs FOR KEY PROJECT TEAM

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in 	N/A

	<p>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> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C 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.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played</p>	<ul style="list-style-type: none"> • ██████████

Ealing Fields Free School

	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. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	<ul style="list-style-type: none"> ▪ name of school/ organisation 	██████████
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	n/a
5. a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, 	n/a

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

8.	Reference names(s) and contact details	[REDACTED]
----	--	------------

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 	

	<p>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> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C 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>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three</p>	<p>██████████</p>

Ealing Fields Free School

	previous roles.	
8.	Reference names(s) and contact details	██████████

GCSE History results by year


██████████

A level History results by year

██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, 	

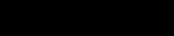
	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C 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 standards in any or all of your three previous roles.	██████████

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

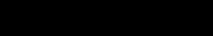


















CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	<ul style="list-style-type: none"> ▪ name of school/ organisation 	██████████
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE 	

	<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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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	██████████

Endnotes:

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for Education

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