

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the **application deadline**. You need to submit one copy (of each) by email to: [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<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 demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application								
1.	Name: [REDACTED]							
2.	Address: [REDACTED] London [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input checked="" type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input checked="" type="checkbox"/> Teacher-led group	<input type="checkbox"/> Academy sponsor	<input type="checkbox"/> Independent school	<input type="checkbox"/> State maintained school	<input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input checked="" type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> State maintained school							
	<input type="checkbox"/> Other							
6.	If Other, please provide more details:							
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
8.	If Yes, please provide more details:							
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:							
Details of company limited by guarantee								
11.	Company name: East London Science School Trust							
12.	Company address: [REDACTED] London [REDACTED]							
13.	Company registration number: 07962059							

14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
19.	Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> <p>Debating Matters sixth form debating competition run by The Institute of Ideas (The Academy of Ideas ltd)</p> <p>██████████ is a charity trustee for The Physics Factory an educational Charity established to promote physics in the state secondary sector</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. • • The Physics Factory; • Charity Commission Number 1143913 • We will offer to site a Physics Factory at the School acting as a 	

	<p>hub for the surrounding area to include Tower Hamlets and Newham</p> <ul style="list-style-type: none"> • Debating Matters; • Company No. 03953146 for The Academy of Ideas Ltd • We will act as hub for the Debating Matters competition across East London;
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>This is a secular school with no religious affiliations.</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p> <p>N/A</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p> <p>N/A</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>N/A</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>N/A</p>
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>N/A</p>

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



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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: [REDACTED] / [REDACTED] (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	East London Science School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	██████████ (██████████)
11.	Local authority area in which the proposed school would be situated:	Tower Hamlets / Newham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	As above Tower Hamlets / Newham
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

C1. Introduction

The East London Science School

The East London Science School is a mixed non-selective school, specialising in science which will provide the best academic education possible to all pupils in the area regardless of background or ability. All pupils will study biology, chemistry and physics from Year 7 to 11 taught by subject specialist teachers. We will offer a strong academic curriculum for all pupils from Year 7 to 11 including mathematics; English; modern foreign language; as well as the humanities; classics; the arts and sports. Alongside this all pupils will be offered an excellent technical education. Our sixth form will offer a reduced range of subjects aimed at giving students the best chance of applying for a place to study at Russell Group universities focusing on the sciences. We expect all our A-level science students to study mathematics to A-level. This will give them the widest possible range of opportunities within the sciences and engineering at university. Beyond this we will offer a range of core subjects allowing our students the chance to study the broadest possible range of subjects at university across languages, the arts and humanities.

Rationale

Far too few pupils are being given the opportunity to receive a rigorous academic education grounded in good qualifications in English, mathematics, science, humanities and languages. Just 9% of pupils across Tower Hamlets and Newham currently are entered for the English Baccalaureate subjects. Consequently, the opportunities open to pupils in East London are being reduced before they have a chance to find out if they are able and motivated enough to study at university. Without a good academic education up to 16 it is impossible to continue on to university to study a broad range of subjects. Without a good academic science education studying the sciences at university is impossible and so a significant range of potential careers are denied to these pupils.

Science Education in East London

Closer inspection of the uptake of science subjects reveals that the situation is even worse than the English Baccalaureate would imply. Within Newham in 2011 64.2% of pupils were entered for two good science GCSEs which would allow them to be counted as part of the English Baccalaureate. Only 47.2% actually achieved an A*-C pass in the sciences. The results in Newham rely heavily on seven schools three of which are single sex and religious. Of the seven only two entered 90%+ of their pupils for English Baccalaureate in science. One did very well achieving 76% A*-C the other did poorly only achieving 52% success.

The picture in Tower Hamlets is worse with only 60.5% of pupils being entered for the English Baccalaureate in science and only 43.6% achieved an A*-C pass.

In Tower Hamlets one school entered all its pupils for the English Baccalaureate in science and 60% achieved an A*-C pass. One other school entered 69% of its pupils with 58% achieving the English Baccalaureate in science. Overall, of the 15 schools in Tower Hamlets 6 schools entered less than 50% of their pupils for the English Baccalaureate in science and only five schools managed to get more than 50% of their pupils to achieve an A*-C pass in the English Baccalaureate in science. St Pauls Way Trust, a new science specialist school in Tower Hamlets only managed to get 53% through the English Baccalaureate in science.

Separate Sciences – the hidden problem

Even within this figure the true picture of the weakness of the offer within the sciences is hidden. Currently the English Baccalaureate does not distinguish between studying physics, chemistry and biology separately at GCSE and the general science approach of studying core and additional science at GCSE. It is impossible to see how few pupils are actually being taught the sciences in their separate disciplines. Yet without separate science teaching pupils are poorly prepared to go onto study the sciences at A-level and beyond.

Few schools in East London actually publish any information on separate science take up. Those that do show that separate science GCSE is usually restricted to one top set amounting to about 25 pupils – Bethnal Green Academy and St Paul’s Way Trust being two such examples. Separate science teaching is seen as the exception rather than the norm.

For us this will be completely reversed. All pupils will be entered for separate science qualifications at 16 as this gives them the best possible grounding in the sciences to take them further.

Low numbers in post-16 science education

The provision of A-Level sciences in East London is poor to an even greater extent.

Nationally in 2011 Physics represented 3.7% of A-level entries. In Tower Hamlets Physics represents just 2.1% of all A-level entries.

	LA	Biology	Chemistry	Physics	Mathematics
Entries	Newham	142	129	45	241
	Tower Hamlets	134	126	45	196
A*-A	Newham	21	22	9	65
	Tower Hamlets	10	19	8	57
A*-E	Newham	139	126	44	233
	Tower Hamlets	128	120	41	186

The table refers to 2011 data.

Only 8 students in Tower Hamlets and 9 in Newham have the grades needed to apply to a top university to study physics in 2011. Provision in the sciences at A-level is completely inadequate. This shows that across both boroughs there is the capacity to produce at best 30 medical students and less than 20

engineers or physics undergraduates.

The East London Science School will provide this opportunity for pupils and parents in East London with subject specialist teachers capable of bring these subjects to life and stretching pupils with as yet undiscovered talents in the sciences.

Deprivation should not deny pupils access to academic education

Newham and Tower Hamlets are ranked 2nd and 3rd respectively in the rank order of most deprived boroughs in London 2010.

Across a wide range of measures pupils in East London have considerable barriers to cross if they are to make a success of their schooling and aspire to achieve success more broadly. But it is just this reason that means there should not be educational barriers to success put in place through lack of provision of high quality academic education.

The East London Science School is aimed at providing that opportunity for all local parents irrespective of background. Our education is designed to be able to take pupils from whatever circumstances they join us and give them the skills and habits need to make learning a possibility and the aspiration to achieve a reality. We are not looking for readymade students. We will inspire our pupils to have a love for learning and a burning ambition for success. We aim to remove the barriers to academic success and give our pupils the best chance in life we can.

An academic education for all pupils

We strongly believe that giving all children a rigorous academic education is the best possible basis a school can provide, irrespective of pupil background or ability. A good grounding in the disciplines that make up a traditional liberal education is the foundation of a good education. Our knowledge of the world is based on the academic disciplines and central amongst these are the sciences. This does not mean everyone has to become an academic but without this basis they are cut off from knowledge of the world we inhabit. Schools have an opportunity to open this door for all pupils whether they intend to use this knowledge directly in their chosen careers or not. We seek to nurture educated citizens who can participate in all aspects of the life of a community and contribute in the wider debates about how we see ourselves and the future wish to make for ourselves.

Our Vision

Our aim is give all our girls and boys an excellent academic education which can rival the best on offer in the best public schools. We aim to imbue our pupils with the confidence to strive for success in everything they do. We will give our pupils a unique space in which their imaginations are set free and given the chance flourish. Our school will offer a broad based, stretching academic curriculum, with a particular focus on science and technical education. We will work with leading universities and scientists to inspire pupils to study science at the best universities.

We believe:

1. ALL children deserve the best education possible.

There is a massive pool of talent and potential we can tap into by giving every child - no matter what their circumstances and background - a good academic education.

A good education is about more than just achieving good grades. Our aim is show our pupils the power of ideas to both understand and shape the world we live in. We want to give our pupils a love of learning that lasts a lifetime.

2. A “well educated” student must have a good science education.

A science education grounded in the disciplines of mathematics, physics, chemistry and biology is fundamental to knowing how we have understood and shaped the world we live in.

3. Good teaching is the best way to open a child’s mind.

We expect every teacher to fight for the attention of our pupils by intellectually challenging our boys and girls and bringing everything from the sciences to the arts and languages to life with the same passion and energy.

4. The best students are open to questioning their own thought.

Our aim is to impart in our students a love of learning and the desire to pursue ideas to the limits of possibility. However, a true measure of a critical thinker is his or her ability to accept criticism. Through knowledge of the beliefs of others they will be encouraged to develop a stronger sense of their own beliefs.

5. Pupils should be encouraged to nurture their talents and develop new skills.

By encouraging pupils to develop their talents in the arts, sports and debate we will create a space for all our pupils to thrive. By offering a strong technical education we want to give pupils the knowledge and skills necessary to pursue careers in this field if they choose to do so.

6. We can judge our success by the impact our students have on the world.

By understanding the power of ideas to shape and change the way we think about and act on the world, our students will be encouraged to take responsibility for shaping their own destiny and that of us all. We aim to inspire future Nobel Laureates.

The Enrichment Programme

We firmly believe that education should provide pupils with as wide a range of opportunities as possible to engage with ideas outside of the classroom. We will challenge pupils to use their knowledge and understanding in new and unexpected contexts.

London is one of the greatest cities on the Earth and provides nearly unlimited opportunities for stimulating and challenging pupils to make sense of the world. We have designed our school day with this in mind. We will use London as our ideas laboratory. The school day is designed to allow us to take the pupils out in the afternoon for a range of activities from visiting the numerous museums and galleries to attending cultural events and working with world class universities on our doorstep. The range of activities on offer from institutions like the National Gallery and the Science Museum are something that we cannot hope to duplicate within the school but we can make use of them with our timetabled afternoon Enrichment Programme. This will not encroach on the academic core of the school which remains essential for all pupils and will be ring fenced so that our Enrichment Programme does not detract from formal teaching and learning in the morning.

The afternoon sessions will be far more practical and physically demanding which will complement the academic morning sessions. The afternoon sessions will provide a creative space for pupils to express themselves whether through sport, music and art or in debating or in our workshop based technical education.

Aspirations

We want our pupils to leave us as confident young adults ready to face the world with a sense of enthusiasm, passion and adventure.

We will instil in our young people the importance of hard work and tenacity and a sense of satisfaction in their achievements.

Above all we want our children will leave us with enquiring minds and a thirst for knowledge.

Academic Targets

Key Stage 4

We will aim to enter 100% of our pupils for the full English Baccalaureate consisting of good GCSEs in the three separate sciences, mathematics, English, a modern foreign language and an approved humanities subject. This is defined by the structure of our curriculum in Key Stage 4 and is a direct reflection of our determination to give all pupils a good academic education.

We will aim to match the best performing school in Tower Hamlets and Newham in relation to two good GCSEs in Science. According to 2011 Plashet School achieved 76% A*-C in Science. We would aim to match this with our first cohort of pupils sitting their iGCSE separate science qualifications in 2017/2018.

The current average pass rate for the English Bacculaureate in Tower Hamlets and Newham is 9%. The best school is St Angela's Ursuline School who achieved 32% success in 2011. They entered 41% of their cohort for the full range of English Bacculaureate subjects.

We will aim for 50% English Bacculaureate pass rate in all subjects in the first year of entry 2017/2018.

We will aim to be in the top 10% of schools in London against 5A*-C grades at GCSE including mathematics and English within three years – 2020/2021.

Key Stage 5

We will aim for the London average A*-E at A-level 98.1% in our first year of entry 2015/2016.

We will aim for the London average A*-A at A-level of 24% in our first year of entry 2015/2016.

These targets are realistic starting points but we would aim to go beyond this as we go forward. We will aim to be in the top 10% of London schools against A*-A at A-level within three years of our first entry sitting the examinations so by 2018/2019.

Wider Targets

We will aim to encourage the take up of Debating Matters within our school and beyond in East London. We will aim to have an active debating team of pupils participating in national competition within three years of opening.

The proposed leadership team

██████████ – ██████████

██████████ is ██████████.

██████████.

██████████ – ██████████

██████████ is ██████████.

Section D: Education plan – part 1

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

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12			70	70	100	100	200	200
Year 13				70	70	100	100	200
Totals		120	310	500	650	800	900	1000

Explanation of the build up over time:

We will open in 2013 with Year 7 pupils. We are considering whether to opt for feeder primary schools or use a catchment area as the basis for our oversubscription criteria. Either way we will work with local primary schools close to the school with a good relationship with us to recruit our Year 7 pupils.

We will open the sixth form in the second year (possibly first year) so that we can make the most of our staff and build a thriving school community as quickly as possible. The sixth form will be the heart of the school in many ways both academically and in terms of using the sixth formers to foster the right atmosphere in the school in the lower years. This will also mean that we have a steady stream of results to publish early on and we can then build up our reputation in the area.

This will put us up to full capacity in 2019.

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

D1 – Curriculum Plan

See Key Stage 3 Plan, Key Stage 4 Plan and Sixth Form Plan

D2 – school timetable and calendar (year 7 only at this stage)

Included within plans above

D3 – strategy for different needs

See SEN Plan

D4 – definitions and measures of success

See outcomes

D5- admissions policy

See admissions policy

D6 – behaviour management

See behaviour policy

D1 - Curriculum Plan

We believe:

- 7. ALL children deserve the best education possible.**

The school day is divided into two distinct sections the Academic Core in the morning and the Enrichment Programme in the afternoon. The Academic Core is a mandatory element for ALL pupils and is the heart of the school curriculum. It is assumed that pupils will ALL take part in this without exception.

- 8. A “well educated” student must have a good science education.**

All pupils will receive separate science teaching from Year 7 to Year 11 by subject specialists in Physics, Chemistry and Biology. We believe this is the best way enthuse and educate pupils of all abilities in science.

- 9. Good teaching is the best way to open a child’s mind.**

Our teachers will embody a passion for their subject and learning and be innovators and champions for teaching their chosen specialism.

- 10. The best students are open to questioning their own thought.**

Our ethics programme will give pupils the basis for interrogating their own thought by understanding the ideas that influence how we understand a wide variety of issues from religion to science, art and politics.

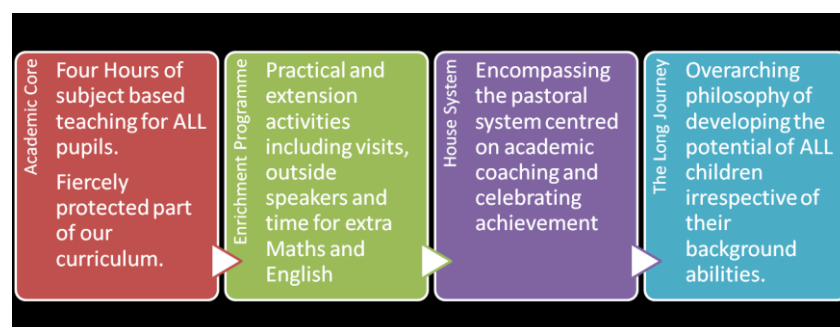
- 11. Pupils should be encouraged to nurture their talents and develop new skills.**

Our Enrichment Programme in the afternoon will provide pupils with every opportunity to develop their talents and learn new skills in the arts, sports and beyond. Our technical education, centred on workshop based studies in craft and computer science, will provide a chance to learn new skills with a vocational bias.

- 12. We can judge our success by the impact our students have on the world.**

Our House System will celebrate the success of our pupils in everything they do. We will use House colours to give pupils a sense of pride in their achievements.

Turning our vision into reality



The key aspects of turning the vision into reality are:

- **The Academic Core**
Morning session of intense subject based teaching
- **The Enrichment Programme**
Afternoon session of practical activities and visits to broaden horizons
- **The House System**
Mixed age group structure of the pastoral system based around the academic mission of the school
- **The Long Journey**
Taking the pupils from their current background and ability along the path to academic success

The school day - the flexibility to make our vision a reality

The Academic Core

Four 1 hour lessons in the morning

We will deliver our academic curriculum in four 1 hour lessons. The lessons will be intensive sessions designed to give teachers the time to stretch the pupils intellectually and see an idea through to a conclusion. This means that each lesson should have a clear end point so that progression is clear to the next topic. Each lesson will be self-contained so that if it is missed it can be accessed through online materials and /or written notes along with an 'easy to understand' catch up session.

This implies a tight structure to delivery of the curriculum across all subjects. Practical activities will be focused and purposeful and add to the delivery of content. The afternoon session will provide the flexibility to engage in longer exploratory projects.

Laboratory work will be directed to particular goals with definite end points. This does not mean just repeating set procedures but rather learning new skills and applying them in different circumstances. All practical work will be carefully resourced and well practiced by staff and technicians so that we can get away from the view that "experiments never work". If we do an experiment we want all the pupils to discover something useful and to be able to make sense of it within the confines of the curriculum.

Everything must have a purpose and add to the child's knowledge and understanding. Treading water for a lesson cannot be an option.

This driven approach to teaching and learning during the morning session will put significant pressure on staff and pupils to continually demonstrate that progress is being made. This culture of constantly moving forwards will be built into everything we do from the very start of the first day.

This should be seen within the context of our broader vision, which is about providing the space for teachers to teach and providing a powerful academic education for our pupils.

We will follow our own curriculum plan during Year 7 & 8 rather than just adopting the National Curriculum. The current review of the National

Curriculum is currently being redrawn to minimize the content and allow the space for schools to go beyond a basic core. We intend to go well beyond basic expectations, especially in the core subjects of Mathematics, English and science. This will be driven by the schools expectations and our teachers' passion for their subjects. We will base our curriculum on expert advice and the work of our Faculty Leaders together with the Senior Leadership Team. At KS3 we intend to make the transition from primary school to our KS4 programme feasible and realistic. Given we have opted for a long KS4 – 3 years not the current two years – in line with the recommendations of the expert panel report back on the National Curriculum Review – we expect Key Stage 3 to give pupils a taste of what they can continue to study in more depth at KS4. Pupils will be expected to make subject choices at age 12/13 - which is earlier than usual - and therefore based on less than two years experience of study.

In this respect, our general course in Years 7 & 8 will aim to provide pupils with vital study skills which are necessary to succeed.

This implies a balance between rigorously delivering a minimum core set of knowledge and opening their eyes to the possibilities of where future study may lead. A central question each teacher must address is 'why study this subject? Part of our core mission is to make teachers fight for the attention of their students.

Enrichment Programme

Two 1 hour sessions in the afternoon

The afternoon sessions are premised on the idea of a flexible space in which to deliver extra activities to pupils based on the perceived needs of staff and pupils. This will range from embedding knowledge and skills to providing a forum to stretch and engage pupils beyond the confines of the academic core.

Physical Education

Within this time we will provide access to physical education – 2 hours in one slot – which is designed to give the pupils the chance to work off site and take part in competitive sporting activities with neighbouring schools and/or other sports organisations. We are aware that the restrictions of developing a large site in East London may mean we need to outsource our physical education facilities and staff to an already existing provider. Using the afternoon session makes this possible by allowing pupils to leave during lunchtime to attend a session run at a neighbouring sports centre such as Mile End Park.

Physical education will play an important part in school life without disrupting the academic delivery in the morning sessions. If we do manage to acquire our own sports facilities we have built into the timetable the flexibility to organise activities between classes either through our House System or within the confines of a year group.

We intend to hire coaching assistants to develop sports programmes based on competitive team sports. Competitive sport has an important role to play in child development from cultivating team spirit and collective discipline and leadership to encouraging pupils to maintain physical activity through the difficult period of teenage years when the easy option is to opt out. By encouraging participation in sport through healthy competition within the House System we hope to embed a habit that will stay with pupils for life. A healthy body and a healthy mind is a simple way of looking at this. Teenagers

are built for physical activity and need to be encouraged to express this constructively. Having our programme for PE in the afternoon means there is a change of pace for pupils following the morning sessions and they will know what to expect in a structured and predictable way.

Workshops

We will offer a programme of workshop based technical education which will take place as a two hour session during the school week.

This will aim to develop new skills directly related to both technical employment and equipping even the most academic students with a sense of how technology works.

In the spirit of engaging with Britain's cultural history as the workshop of the world – we want to put making things back in the curriculum in the sense of modern engineering and enterprise.

Computer science is at the centre of modern engineering and as a result makes a sensible focus through which to explore technology and the skills necessary to develop real products. We plan to give our pupils enough knowledge so they can make simple artefacts and understand modern industrial production enough to appreciate it.

Our Workshop Curriculum

- Computer Science Lab – building / using microcontroller technology / remote sensing / buggy / robotics / build your own computer
- Programming – high to mid level languages /web-based programming / microcontroller programming / games programming both web and standalone
- Electronics – learn to produce simple circuits / working crystal radio / ipod amplifier / light to sound disco lights / etching and developing circuit boards
- Metal work and wood work – basic craft using tools / using machines / understanding materials
- Plastics and 3D printers – modern materials and modern industrial techniques / CAD to 3D design to 3D printing / laser cutting and fabrication

We will develop our curriculum with well established educational providers of technology such as New Wave Concepts who manufacture microcontroller project board for schools.

The scope within this curriculum for extended project work is significant given the structure of the sessions. We will consider running sessions based on the House System with mixed age group cohorts. Once the school is fully established this will enable us to run workshops with no more than 4 young pupils who have little experience of using the equipment at any one time. This means the sessions would be project focused rather than skills intensive, much like a normal working environment.

Big Projects

We will aim to include at least one large project such as Boeing's "Build a Plane Schools Challenge" which allows schools to compete for a light aircraft

kit and then run sessions over a year to train and build a light aircraft from scratch under the supervision of trained engineers.

Junior Challenges'

We plan to run yearly projects to build model aircraft working with volunteers from the BMA. This will give pupils the chance to practically understand the basis of flight in a way which is impossible to get from a text book or classroom lesson. By having purpose built workshops with these ideas in mind we can ensure that every child builds a successfully flying model plane.

Creative projects

We plan to run developed metal work skills workshops for pupils which will give them the chance to create their own jewellery.

Prep and Homework

Homework – reinforcing the divide

“Homework can amplify existing inequalities” Who benefits from homework?
Norway 2008

██████████, a ██████████ has consistently argued that homework favours middle class pupils. Middle class pupils get help from their parents and there is a culture of expectations in such families that homework is a valid aspect of their children’s schooling. In pupils from deprived families this works in reverse and the expectation is of minimal participation in homework. This replicates pre-existing social inequalities and strengthens the divide between pupils.

██████████, a ██████████, believes that assessment in lessons on a “minute by minute” basis is the way to overcome this inherent bias towards the more privileged pupils. We agree that what goes on in school hours matters. For pupils from deprived families removing the expectation of parental involvement in education puts the onus on us as a school to ensure that what needs to be done to further pupils educational opportunities is a product of our work and not their social circumstances outside of the classroom.

For this reason we want to adopt a system of “Prep” time within the school day to ensure that set homework becomes Prep to be done in supervised sessions with the expectation that every pupil does this and no one is left behind because of their home circumstances.

We do not expect homework to be set for any pupil in Years 7 and 8. All their extended work must be set as Prep to be done in supervised sessions in the afternoon.

Prep for working class kids

We do not expect homework to be set for any pupil in Years 7 and 8. All their extended work must be set as Prep to be done in supervised sessions in the afternoon.

Each form group will be given two prep sessions a week. Each session will last two hours and be supervised by teachers or supervision staff.

The nature of the session will be flexible in the sense that teaching staff will be on hand to take out groups of students to work on particular aspects of

pupils work from the preceding week / two weeks and go over aspects that were particularly challenging for the pupils.

Sixth Formers as Prep Supervisors

Our sixth formers will be expected to commit to helping out our younger pupils as part of their duties within the House System. This will involve being on duty for one two hour prep session a week with their Form/House. They will help with groups of pupils as directed by their Form Tutor / House Master. Our plan is to make this a relatively simple task for the sixth formers but it will greatly enhance their position within their Form / House as responsible members of the school community.

Guided Learning in a collegiate system

The House System will also mean that our sixth formers will be on hand to help the younger pupils and take responsibility for ensuring work is completed. In other words, there will always be someone on call to help the pupils find their way through a particular piece of work. So instead of just downloading text from the internet and claiming it as their own, real progress in understanding can be made.

The task set will be managed so that the four hours per week includes a balance of subjects but with the emphasis being on English, Mathematics and Science.

Suggested Subject Breakdown of Prep Time:

The weighting of time allocated to Prep will closely follow the time devoted to each subject during the week.

Ethics will be a discursive subject so we will not set prep for this subject.

There will be no prep for PE because extended activities will involve playing matches for our teams after normal school hours.

Each piece of prep set will be limited to 30 minutes which means the tasks set have to be highly structured and rely on easy access to backup material.

The prep supervisor will organise sessions to run effectively so that little time is wasted searching for materials.

Embedding a learning culture in our pupils

We will use the Prep system to ensure that doing set work outside of lessons becomes a natural part of being at school for ALL pupils. By building Prep into our school day we are removing one of the biggest barriers that pupils from deprived family's face that separates them out from their peers. In this way we will accomplish what [redacted] wants to do but still leave space for extended work outside of the

	Week 1 (hours)	Week 2 (hours)	Week 3 (hours)
Physics	0.50	0.50	
Chemistry	0.50		0.50
Biology		0.50	0.50
Mathematics	0.50	0.50	0.50
English	0.50	0.50	0.50
History	0.50	0.50	
Geography		0.50	0.50
French	0.50		0.50
Religious Studies		0.50	
Classics			0.50
Ethics			
Art	0.50		
Music		0.50	
PE			
Technology	0.50		0.50
Totals	4.00	4.00	4.00

classroom to advantage all pupils.

The intention is that by the beginning of Key Stage 4 in Year 9 this habit of self-directed study will be second nature to all of our pupils.

As pupils get older and start their examination courses the nature of their extended pieces of work will change and rely more and more on the pupils ability to find extra time beyond the Prep sessions either after school or in lunchtimes.

We intend to turn every pupil into an independent learner by the time they reach their final year.

Extra Maths and English:

Especially in Year 7 but also for pupils with particular learning difficulties, supervised prep will be replaced by directed Extra English and Mathematics sessions based on revisiting basic skills and ideas necessary for pupils to access the academic curriculum.

If very profound difficulties arise – very low level of English – or poor reading age we will turn to experts who have experience in delivering particular intervention strategies with particular cohorts of pupils.

Our aim will be to intensively support pupils who are struggling so they can access the academic curriculum and remove the need for extra sessions. Our goal will be to remove the barriers to learning rather than establishing needs based on particular claims on resources.

An indication of how much importance we place on this strategy is the fact that senior mathematics and English teachers will lead the SEN programme in the afternoon sessions.

Activities and Visits Programme

Visits

We are planning a range of extension visits to supplement the core academic curriculum in the afternoon. Each class has set aside a 2 hour period once a week for the use of such trips. These will be subject focused and organised through the Faculty Heads to complement the material covered in particular year groups to fit in with a particular theme being followed through the House System.

The organisation of the school day into a highly structured morning session followed by an hour long lunch time and more open sessions in the afternoon means there is incredible flexibility to organise exciting and stimulating extension activities for the pupils that will inspire and enthuse them.

London offers many opportunities. The unique structure of our school day gives us a fantastic opportunity to provide access for all pupils to the best that London has to offer as a leading cultural destination. We intend our school site to be in close proximity to good transport links, so transport should not be a reason to avoid doing trips and the cost will be negligible because pupils will be expected to have free travel cards. As is illustrated below, the desire from most institutions to support education means that most of these activities are free to school children.

I have highlighted three examples of visits we can plan into our visits curriculum.

Royal Society - Summer Science Exhibition

The [Royal Society Summer Science Exhibition](#) is a fantastic opportunity for school students and teachers to experience some of the UK's most cutting-edge science and technology research. The event is a unique chance to meet and talk to the researchers behind the science.

The exhibition involves talking to researchers about their work and is ideal for both post-16 students and post-14 students. All schools groups must be registered and you can register groups of up to 25 students.

The exhibition takes place at the Royal Society, [REDACTED], London, [REDACTED].

The Royal Society is the foremost scientific institution in the UK and holds one of the best exhibitions on the calendar but few state school pupils get the opportunity to visit the Summer Science Exhibition which is a great opportunity to inspire Key Stage 4 pupils and allow Sixth Form students the chance to speak to research scientists about their work.

It is free to enter and will allow groups of up to 25 to be registered at a time.

Royal Observatory Greenwich

The Royal Observatory at Greenwich is home to the seventh largest telescope in the world which is still operational and recently updated for educational use.

The Royal Observatory runs a series of programme for schools which are free of charge. The example below gives a flavour of the kind of activity open to schools.

It offers a full-day, curriculum-linked programme for Key Stage 4 groups which includes:

- a workshop in the Lloyd's Register Educational Trust learning centre
- a self-facilitated visit to the amazing Weller Astronomy Galleries
- a planetarium show in the Peter Harrison Planetarium
- a time-slot in the lunch room

Up to two additional sessions can be booked on selected dates to extend the standard programme into a specially-tailored Study Day, including:

- Astronomy Masterclass on your choice of curriculum-linked topics
- a talk and Q&A session with a research astronomer

Sessions at the Royal Observatory focus on a wide range of subjects from History to Science.

The National Gallery

The National Gallery offer a wide range of activities suited to school groups. Their suggestion is for a 2 hour visit which fits in very well with our afternoon session provision.

Two examples are given below including a particular focus on SEN pupils. All

their sessions are free of charge for UK schools.

Talking Paintings (Key Stage 3, 4 and 5)

Talking Paintings sessions last one hour and are free for UK schools and colleges. For overseas groups, there is a charge of £50 a group.

The National Gallery's collection provides a visual narrative of the history of western painting, with challenging themes that resonate today. Each painting is a rich and accessible context that supports and extends students of all abilities.

Talking Paintings sessions are tailor-made to your requirements. Choose from a theme below or request your own:

Illusions, Worship, Empire, Stories, Structures, Colour, Costume, Barriers, Identity, War, Memory, Perspective, Sanctuary, Reading Paintings, Symbolism, Revolution

Group size: 10 to 100 pupils

Special eyes (SEN schools and units)

The National Gallery welcomes the opportunity to provide a tailor-made Talking Paintings session for SEN schools and units. These are led by experienced Gallery educators and take place in front of the paintings, although some groups may benefit from an introductory or follow-up session in a workshop space.

The sessions are multi-sensory, incorporating drama and props to enhance the pupils' experience. Sessions last up to one and a half hours.

Group size: maximum 10 pupils

Staffing of the Visits Programme

We have a team of 5 visits and activities supervisors who will run 25 visits a week if required based on a model of 5 classes in a year group rotating throughout the week. Each visit will have a group of 24 pupils with two members of staff – a visits supervisor and a member of the teaching staff.

Visiting Lecturers

The Lead Proposer has a strong track record of attracting high quality speakers to speak to school students. He has recently organised lectures from very high profile names such as Professor Brian Cox the presenter of the BBC's Wonders of the Universe and [REDACTED], the eminent geneticist.

We have commitments from our supporters, [REDACTED], [REDACTED] and

■■■■■■■■■■, ■■■■■■■■■■ of music to deliver lectures at the East London Science School. ■■■■■■■■■■, a leading neuroscientist and ■■■■■■■■■■, a high profile geneticist, are also keen to deliver speeches.

As a result we can already look to an impressive array of pre-eminent individuals in their field speaking to our pupils.

Master Classes

We will make visiting lecturers a key part of our programme of Master Classes designed to stretch the most able pupils and provide a stimulating environment for all the pupils across the school. Our own staff will be invited to present their own lectures aimed to take us beyond the confines of a subject and explore the connections between subjects and the context in which knowledge can be best understood.

We hope to construct a purpose built lecture theatre. By setting the lecture theatre up as a purpose built studio – on the lines of the RI Christmas Lectures – we will broadcast our lectures on the internet so that all students can gain access to them.

Imperial College Reach Out lab

We aim to partner with Imperial College Reach Out lab through Professor Lord Winston who has agreed that we can bring pupils to the Reach Out lab and work with Imperial staff on a programme of activities as well as bringing Imperial College lectures to ELSS to give lectures to our pupils. In return, we have agreed to participate in an evaluation study centred around an Imperial College PhD student carrying out the research on the effectiveness of the Outreach work.

Opened on 23 March 2010, the Reach Out lab (ROL) is a new concept linking Public Engagement and Outreach initiatives at Imperial College. Championed by Professor Lord Winston, Chair of Science and Society, the Reach Out Lab is a nexus for a range Schools Outreach and Public Engagement activity in Science, Technology, Engineering and Mathematics (STEM).

A selection of the activities on offer is:

DNA Fingerprinting

Presented with a scenario, students will learn about how restriction enzymes cleave DNA, how electrophoresis is used to separate and visualise DNA fragments and how both techniques can be combined to obtain a DNA fingerprint.

Target Year Group: Yr 7 - 11

Analytical Techniques in Chemistry

Students will look at two important analytical techniques used in Chemistry research. They will carry out acid-base titrations to determine the concentrations of various acid and base solutions. Students will also use thin layer chromatography to determine the composition of a chemical mixture and column chromatography to separate the components.

Target Year Group: Yr 10 - 13

Geodesic Domes (Years 7-11)

Our flagship large-scale maths practical session. Students work in teams to construct a 2m high geodesic dome. In a longer session, for y10 or y11, students can combine the domes to make whole geodesic spheres. The impressive final result gives students a real sense of achievement, of teamwork and of having fun doing maths! The activity has various introductions and materials and can suit the full range of KS3 and KS4 groups.

This is a really exciting opportunity for our pupils at this new and innovative centre.

STEM Abassadors

We are very keen to work with practicing scientists to develop our own research projects. The Wellcome Trust provides grants for this work and we will organise our own programme of potential research opportunities.

Imperial College Communicating Physics

For the last three years Imperial College undergraduates have had the option to take Communicating Physics module as part of their degree. This involves working in schools for about a term helping to deliver lessons and writing a report about the work they have done. The Lead Proposer was one of the first schools to take students on the programme and has a very good relationship with the course tutors. This is definitely something we want to bring to this school.

This works really well with Year 12 A-level students because they have a chance to hear from an undergraduate about what life is like as a student at a top university and talk to them about their decisions about potential future careers and research opportunities.

The Physics Factory

The Lead Proposer is currently a [REDACTED] charity and helped to found the project with [REDACTED] an [REDACTED]. The project is designed to excite state school students about Physics and encourage the take up of the subject at GCSE, A-level and beyond.

The Physics Factory is pioneering a mobile approach to making Physics

practical work accessible to schools which have a low number of students and inexperienced teachers. This benefits students at the hub school and the wide community.

We will set up a Physics Factory at our school and act as a centre for spreading expertise and resources across East London.

Debating Matters

The lead proposer, [REDACTED] originated [REDACTED] after experiencing the frustration of his own students about taking part in traditional parliamentary style debating. The competition, which is now highly successful and working in India with the British Council, is designed to put students under pressure to defend their own arguments under critical adult scrutiny as well as that of their own peers. Emphasising content and context over style, it is in the cut and thrust of the debate that the competition is won. Debating Matters has proved a fantastic proving ground for young people many of whom who have gone on to make their mark since graduating.

Our school will be a centre for the competition in East London which has so far not been well represented in the competition. We will offer to host local heats, run friendly competitions and support local teachers who want to get involved in other centres. This will play a role in the expansion of the competition which has a grant from the Wellcome Trust to do just that.

This will complement our ethics program and allow us to draw on a cohort of talented debaters to work with the younger pupils in developing their skills at public speaking and debating.

We will organise regular friendly debates with schools already in the Debating Matters competition and take part in a range of other debating competitions such as the annual LSE Schools Tournament and Imperial College Schools' Science Debating Competition which are open to non-sixth formers. There is also the Schools MACE run by the English Speaking Union which is a great parliamentary style competition.

Primary to Secondary Transfer

We are very keen to work with local primary schools. We intend to visit primary schools as early as possible once we have a good idea of where our Year 7 intake are applying from.

We will offer to work with the primary schools to deliver taster sessions so that our teachers can get a feel for what is happening in the schools. More significantly we want to gain as much insight into our new intake as possible prior to arrival.

The plan of action is outlined below:

- During summer term SEN Team to visit “feeder primary schools” – see admissions policy
- Two priorities
 - Understand primary school curriculum and pedagogy
 - Understand pupil profiles especially any pupils with School Action / Plus or Statements
- SEN Team to produce “bridging materials” for our pupils to use over summer with parents to acclimatise pupils to our expectations and learning habits
- SEN Team to produce action plan for highlighted individuals – including contacting external agencies and parents for School Action Plus and Statemented pupils – see working with external agencies

The management team make decisions on the possible need to bring in outside support to deliver our expectations over the first half term – see functional literacy and numeracy

Bridging Materials from Primary into Secondary

We will make available for parents and pupils selected free ebooks which can be downloaded to a home computer, iphone or kindle. Suggested titles, which will be designed to inspire pupils, are:

Jules Verne, Journey to the centre of the Earth

Gerald Durrell, My family and other animals

HG Wells, The War of the Worlds

These can be made available as a summer reader for our prospective Year 7 pupils. We can provide hard copies for pupils without access to a suitable e-reader.

These classic tales are all accessible not least because they stir the imagination and give a sense of what we wish to achieve with our pupils. We

recognise that not all pupils will be able to read these books, but we believe that by suggesting them to them, we will begin to inspire them about the possibilities of what they can achieve, when they start school with us. We will also make available a list of videos accessible from YouTube on basic mathematics. [REDACTED] has plenty of material. We will also supply a set of exercises that can be done over the summer to give the pupils and parents an idea of where we will be going with the mathematics course in Year 7. Parents will be given the solutions to the problems to use with their children so that the pupils are not left unable to complete the work but we do expect them to make the effort to go through the exercises themselves and show us the work they did. The rationale for this is to impress upon pupils and parents that we are serious about reading books rather than reading as a functional set of skills and that we want our pupils to love reading. Also we are emphasising the importance of mathematics in being able to cope with the curriculum we offer and the making sure that pupils have a sense of the level of work we will set.

Parents

We want to ensure there is a confident relationship between parents and the school. Parental expectations should be high for their children and this should be matched by the schools expectations of pupils.

There will be an expectation that parents will talk to staff regularly. This is especially important in Year 7 as an ongoing conversation between the parents and the Form Tutor and House Master will help to clarify expectations and iron out problems and misunderstandings and provide for an accurate picture to develop of each pupil. This will allow us to give parents confidence in what the school is doing to support their child and parents to show their support for the school in dealing with each pupil.

The Form Tutor will be the initial point of contact for parents. Information from parents will be centralised through the House Master and passed onto to the SEN team or senior management where deemed appropriate. We will operate a 24 hour turn around on queries from parents where possible.

We will use an online system for progress reports and pupil tracking and attendance and punctuality. This will give parents online access to information instantaneously for example from lesson registrations. This will avoid the familiar complaint of parents that they were not told of problems until they turned up at a parents evening.

We will implement a clear complaints procedure that is transparent to all sides where disputes do arise between parents and staff.

We want to encourage parents to participate in the active life of the school through the appointment of parent governors and the activities of the parent teacher association. We would also like to encourage parents with the time and ability to do so to help us provide our Enrichment Programme. We will work with parents willing to volunteer at the school, including helping them go through the CRB procedure to make it as easy as possible for parents to participate in sporting and other activities especially if they have skills to offer. If we can win over our parents when their children start in Year 7 we will have their support throughout their child's school career. The parents will act as powerful advocates for the school and the education we offer.

Parents do not have to teach

We will not expect parents to get involved in the academic side of school life. We must not rely on parents to perform the role of teacher. This is our job. The reason parents feel under pressure to get involved is they lack confidence in the education their children are being offered. This must not be the case for us. The traditional split between middle class pupils and working class pupils is the level of support that the children get in terms of parental support at home. We will work to ensure that we do not fall back on parents to make our lives easier with middle class pupils. We will stretch ALL our pupils no matter what their background and work to make sure the academic core of the school is accessible to ALL pupils and is carried out at school.

Prep not homework

The use of the afternoon prep sessions is crucial to this along with the house system which provides a natural support structure for the pupils – our own family within the school. There should always be someone who knows how to solve a problem within easy reach. Academic support through the House System will come from older pupils as much as teachers and staff. The Prep system will be run to ensure work set is completed within the school. This will be resourced so that problems can be addressed quickly and easily. Flexible use of staff – hot housing ideas and subject cafe sessions in the afternoons as well as drop in sessions or organised and directed sessions will enable the different needs of the pupils to be met. As pupils gain in confidence this should be directed as much by student demands as staff concerns. By using the House System pupils can request help in particular areas and this can then be fed into the afternoon session.

All of this means that parents should not be doing homework or worrying about pupil's assessments. When pupils go home we want them to have a healthy, happy life not trapped in front of computer copying information off the internet to give to their teachers. This kind of mindless and fruitless activity will be dispensed with.

As pupils get older they will inevitably need more time than we can provide within normal school hours but we will endeavour to keep the building open and staffed to allow voluntary sessions to run past the normal end of day, based on demand and staff availability. We would much prefer these sessions are fun and lead to an enhancement rather than just completing deadlines.

ICT in the classroom:

We are looking to maximise the use of ICT as an unobtrusive tool for teaching and learning. We will go beyond the use of Microsoft Office suite of programmes to make innovative use of the power of computers to model and bring to life particular aspects of the curriculum. The use of video footage in presentations and collaborative work in online communities will be the norm rather than the exception.

Pupils should have access to netbook computers in every classroom as a matter of course. These should be networked and charged to last all day (9-10 hours is common place now) so that no restrictive cabling is needed. This will allow standard desks to be used. This will mean we can dispense with the need for ICT resource rooms or areas outside of Computer Science. A netbook should be available just like a book in every classroom.

Each classroom will have a tablet built into the teacher's podium that will ensure teachers never have to turn their backs on classes again. It will make the use of annotations and instant text an immediate and simple procedure – as easy as using chalk. The tablet is a screen that can be written on with a special pen. This will be displayed via a projector on to a whiteboard. This will transform the whiteboard into a truly flexible system responsive to the demands of teaching different classes and subjects. It means the whiteboard can be used like a piece of paper by the teacher but with the added power of using all the software normally available as well.

Uniform

Uniform will be clearly adhered to with a strong sense of identity with the school. Whilst in uniform pupils will be expected to represent the school. The uniform will be distinctive and easily recognisable making it impossible to be anonymous.

The smartness of our pupils will be a fiercely defended point of contact between pupils, parents and staff. We will expect uniform policy to be enforced without exception and the consequences for straying outside the norm will be swift and strict including sending pupil's home if there is persistent non-compliance.

We intend to help pupils on Free School Meals to access the uniform with a grant to buy, but we will expect it to be kept smart and clean.

Spot checks by senior staff will be common place and uniform checks on arrival will be the order of the day.

This will set the right tone for everything we do.

Key Stage Three Plan

Vision:

Academic Core: Every child will benefit from a liberal curriculum

Separate Science Teaching: The best science teaching is delivered by subject specialists in good labs

Subject specialists: All our lessons delivered by teachers who are passionate about their subjects

Ethics: All our pupils will be challenged to think on their feet and encouraged to learn the art of debate in a constructive atmosphere where their ideas are valued but critically held to account.

Afternoon session: All our pupils will be given an exciting way into technology education using innovative and imaginative tools. Alongside this we will aim to provide avenues for pupil's artistic, sporting and musical talents.

Curriculum

Broad and balanced liberal education

We will offer a wide range of subjects for ALL our pupils at Key Stage Three.

This is the foundation of our curriculum and it represents the strongest elements from a traditional liberal humanities and arts curriculum alongside a best in class science and technology offer.

Separate Science Teaching From Year 7

The Lead Proposer has been heavily involved in the current National Curriculum Review for Science. This has stressed a return to subject based science teaching delivered by subject specialists.

It is the passion of the teacher for his/her subject and enthusiasm in getting it across to the pupils that is the biggest motivating factor in inspiring pupils to get the most out of any subject. We will deliver our science lessons with subject specialist teachers even from Year 7. We want the enthusiasm for the subject to be a hallmark of everything we do.

Key Stage 3 Subject Time Allocation

	Hours	% Taught Lessons
Physics	1	4.17%
Chemistry	1	4.17%
Biology	1	4.17%
Mathematics	3	12.50%
English	3	12.50%
History	2	8.33%
Geography	2	8.33%
French	2	8.33%
Religious Studies	1	4.17%
Classics	1	4.17%
Ethics	1	4.17%
Art	1	4.17%
Music	1	4.17%
PE	2	8.33%
Technology	2	8.33%
Total Hours	24	

Core Subjects

The core subjects for our curriculum will be mathematics, English and science. Together they make up nearly 38% of the teaching time available in Key Stage 3. We will measure pupil progress predominantly through the core subjects of mathematics, English and science.

Subjects leading towards the English Baccalaureate in Key Stage 4

Our full range of subjects is designed to lead pupils straightforwardly towards the English Baccalaureate by emphasising a broad range of academic subjects.

Baseline Assessment

We will use a range of tests in Year 7 to give us the best picture of where our pupils are starting from. Along with pupils Key Stage 2 levels in mathematics, English and science, we will use Cognitive Ability Tests – GL Assessment CAT tests band C or D - to give us a clear view of pupil’s potential and highlight any obvious weaknesses in language or mathematical abilities.

We will use our own subject specific test in mathematics and English to feed into the SEN appraisal of pupils with mathematics and English. These tests will be carried out within the first half term of entry to Year 7.

Subject lessons will then be set according to the initial baseline test scores after October Half Term.

The English test will be used to set English, Languages and the Humanities. The mathematics test will be used to set pupils in mathematics and science. Arts and technology classes will not be set.

The setting will be reviewed on a half-terminly basis based on English, mathematics and science tests. We will encourage movement between sets where appropriate.

The aim will eventually be to dissolve the sets because we have brought all the pupils forward enough in Year 7 and Year 8 so that setting is no longer necessary.

Setting should be seen as a diagnostic tool which allows us to progress towards our goal of all pupils achieving the English Baccalaureate in Key Stage 4.

Example Timetable

East London Science School									
7A									
HC.7A									
	Reading Time 8.30 - 9.00	1 9.00 - 10.00	2 10.00 - 11.00	Short Break 11.00 - 11.20	3 11.20 - 12.20	4 12.20 - 13.20	Lunchtime 13.20 - 14.20	5 14.20 - 15.20	6 15.20 - 16.20
Mo	Reading Time in Form Room	Maths	English	Short Break	Geography	Ethics	Lunchtime	Prep / Extra English	
Tu		Music	Maths		Religious Studies	English		Visits / Activities	
We		Classics	Biology		Art	Physics		Technology	
Th		French	Chemistry		Maths	History		PE	
Fr		French	English		History	Maths		Prep / Extra Maths	

Transition into Key Stage 4:

All our pupils will be entered for the English Baccalaureate through the

structure of our Key Stage 4 curriculum. This means that the choices on offer in Year 9 and the start of their iGCSE courses will not be as wide at other schools. We want our pupils to both achieve a sound academic education but also prepare for the possibility of further academic study. For this reason, the technical education on offer sits alongside the academic curriculum and this is where they will have a choice of which way to go given our specialisation in computer science and workshop based subjects.

Parents and pupils will be given the opportunity to discuss their choices based on recommendations from subject teachers and the House Master. This will involve careers discussions and class discussions with the form group.

Key Stage Four Plan

Vision:

Academic Core: Every pupil will be entered for the English Baccalaureate.

Separate Science Teaching: The best science teaching is delivered by subject specialists in good labs.

Subject specialists: All our lessons will be delivered by teachers passionate about their subjects.

Ethics: All our pupils will be challenged to think on their feet and encouraged to learn the art of debate in a constructive atmosphere where their ideas are valued but critically held to account.

Afternoon session: All our pupils will be given an exciting way into technology education using innovative and imaginative tools. Alongside this we aim to provide avenues for pupil's artistic, sporting and musical talents. We will provide space for outside speakers and visits and our own Master Classes.

The School Day:

East London Science School									
10A									
	Reading Time 8:30 - 9:00	1 9:00 - 10:00	2 10:00 - 11:00	Short Break 11:00 - 11:20	3 11:20 - 12:20	4 12:20 - 13:20	Lunchtime 13:20 - 14:20	5 14:20 - 15:20	6 15:20 - 16:20
Mo	Reading Time in Form Room	Chemistry <small>ENG1 ENG1</small>	English <small>ENG1 ENG1</small>	Short Break	Art <small>ART1 ART2</small>	French <small>FRC2 FRC1</small>	Lunchtime	Prep	
Tu		Art <small>ART2 ART2</small>	Biology <small>LABB2 BIO1</small>		English <small>ENG1 ENG1</small>	History <small>HST3 HST2</small>		Technology <small>WKS5 TEC4</small>	
We		History <small>HST1 HST2</small>	Maths		Biology <small>LABB2 BIO1</small>	Chemistry		PE <small>PE4 PE4</small>	
Th		Physics <small>LABP3 PH11</small>	French <small>FRC3 FRC1</small>		Maths <small>HST3 HST2</small>	History <small>HST3 HST2</small>		Visits / Activities	
Fr		Maths	Physics <small>LABP2 PH11</small>		English <small>ENG2 ENG1</small>	French <small>FRC1 FRC1</small>		Prep	

The school day is designed to give us the flexibility to make our vision a reality.

The Academic Core

We will deliver our academic curriculum in four 1 hour lessons. The lessons will be intensive sessions designed to give teachers the time to stretch the pupils intellectually and see an idea through to a conclusion. This means that each lesson should have a clear end point so that progression is clear to the next topic. Also each lesson must be self contained so that if it is missed it can be easily accessed through online materials and /or written notes along with an easy to understand catch up session.

The Enrichment Programme

The afternoon slot is premised on the idea that we will have a flexible space to deliver extra activities to pupils based on perceived needs of staff and pupils in both embedding knowledge and skills and providing avenues to stretch and engage pupils beyond the confines of the academic core.

Specific to the Key Stage 4 offer will be the chance to take extra subjects such as Mandarin or other languages not offered in the core curriculum. There may also be a chance to sit further technical qualifications related to the workshop experience offered to our pupils.

Curriculum

The subjects we offer at Key Stage 4 are designed to offer the widest possible foundation for going to study at Russell Group Universities.

The core subjects are mathematics, science and English. Together these subjects account for 50% of the teaching time allocation.

Option Choices

We offer subject choices in two distinct option blocks. One represents the academic subjects from the humanities and classics and the other option block is about a choice of practical subjects. The two choices complement each other.

Option 1 – The Academic Option

Option 1 is the academic option choice offering students History, Geography, Classics – Latin or Ancient Greek and Religious Studies. This subject fulfils the requirements for the humanities section of the English Baccalaureate.

Option 2 – The Practical Option

Option 2 is the technical/arts option choice offering students Art, Music, Computer Science or Electronics. This subject is there to reflect a student's non-academic strengths within our offer.

The iGCSE vs. GCSE

Key Stage 4 Subject Time Allocation		
	Hours	% Taught Lessons
Physics	2	8.33%
Chemistry	2	8.33%
Biology	2	8.33%
Mathematics	3	12.50%
English	3	12.50%
French	3	12.50%
PE	2	8.33%
Workshop based studies	2	8.33%
Option 1 (1 from)		
History		
Geography		
Religious Studies		
Classics	3	12.50%
Option 2 (1 from)		
Art		
Music		
Computer Science		
Electronics	2	8.33%
Total Hours	24	

Cambridge iGCSE Physics Syllabus code 0625

Paper 1 45 minutes

Multiple choice question paper

Weighted at 30% of total available marks

Paper 2 1 hour 15 minutes

Core theory paper

Weighted at 50% of total available marks

Paper 3 1 hour 15 minutes

Extended theory paper

Weighted at 50% of total available marks

Paper 4

Coursework

Weighted at 20% of total available marks

Paper 5 1 hour 15 minutes

Practical test

Weighted at 20% of total available marks

Paper 6 1 hour

Alternative to Practical paper

Weighted at 20% of total available marks

Pupils take three papers

Paper 1 and either Paper 2 or 3 and either Paper 4, 5 or 6

Outline of iGCSE structure

The Cambridge iGCSE Physics course is a good example of the general features of the iGCSE.

All iGCSEs are linear courses with the examination sat at the end of the course with no modules taken in Year 10 (or earlier) contributing to the final grade.

Each iGCSE operates a two tier examination system with a core paper accessing grades C-G and the Extended paper accessing grades A*-D. Each of the science iGCSEs gives the option of entering pupils for coursework or an externally examined paper on the practical aspects of the course.

The benefits in comparison with conventional GCSE courses

We believe the iGCSE offers significant benefits to teaching and learning over the more conventional GCSE courses in the same subjects.

1. Linear vs. Modular Approach

Modular GCSEs like OCR Gateway Physics, allow pupils to sit units in Year 10 or earlier. This has the effect of creating pressure on schools to use these module examinations to judge pupil progress during the course. This means teaching becomes assessment driven right from the start of the course and the room for pupils to develop is replaced by the expectation of linear progress towards a target grade.

This means considerable time is wasted in preparing pupils for external

examinations in May of Year 10. This curtails the teaching time in Year 10, effectively losing half a term. It also presents serious management problems when dealing with pupil expectations. Raising pupils up to the peak of performance at the midpoint of a course is particularly difficult with younger pupils. As a result, there is considerable pressure to allow for re-sits of modules adding further pressure and confusion. A single end point is far easier to deal with in terms of managing expectations for all concerned. The modular approach distorts teaching and learning in other ways. Even in the OCR Gateway Physics GCSE, which is the most academic version of the science GCSE on offer from OCR (separate science GCSE is the alternative to Core and Additional Science the combined science GCSE taken by the majority of pupils in the country) the course is circular returning to the same topics in units 5 and 6 that were taught in units 1 – 4. This is because of the artificial end points imposed on teaching by modular examinations. For instance, a topic like force which is delivered in unit 3 is returned to in unit 5 and explained to a higher level. The reduced explanation is deemed acceptable for Additional Science but is not adequate enough for Separate Physics GCSE. This leads to an unnatural sequence of teaching dominated by the form of examination not the inherent logic of the subject. With the iGCSE there is no separation into modules so the course can be taught as a whole according to the demands of the subject not due to the dictates imposed on teaching by the artificial nature of modularised examinations.

2. Coursework vs. Terminal Examination

Coursework has been a problem for many years especially at GCSE. Some of the issues that coursework creates are:

- Coursework is done at home with help from parents – anecdotally it is easy to find many stories of parents doing their child's coursework for them. This has been addressed by Ofqual with the introduction of controlled assessment – in short, coursework done under supervision within lessons.
- The pressure to coach pupils through coursework – teachers are under immense pressure to use coursework to boost pupil grades and so the pressure to make it easy for pupils to do well has increased immensely during the past decade.
- The pressure to redo a piece of coursework – if a grade is seen as being too low there is intense pressure to allow pupils to redo the coursework. This magnifies the time spent on tasks which seriously erode teaching time.
- Formulaic approach to tasks reduces the actual benefit gained from doing the exercise.
- Intense pressure placed on Year 11 pupils in terms of the workload and expectation of success. This creates a differential impact on pupils with some pupils spending intense periods of time on coursework which is not warranted by the marks gained. Whilst others who do little or no preparation lose out considerably.

We believe it would be beneficial to remove this burden on pupils, parents and teachers by concentrating on the teaching we offer in our subjects.

3. Terminal Examination

The prospect of facing a terminal examination may be daunting for pupils not used to this kind of pressure to perform on the day, but if we build this expectation from the very beginning we can turn it into a big plus for our pupils. They will have a definite end point to work towards and a real sense of purpose about their examination work. This will make Year 11 very distinct from Year 9 and 10 in our Key Stage 4 course. In the earlier years we will have the freedom to focus on learning the subject but the final year of the course will be geared towards giving pupils the confidence to tackle the examinations whilst at the same time teaching the course.

Pupils do much better in examinations if they know what is expected of them and have confidence in their ability to understand what the examiner is asking of them. For this reason we will do a lot of examination practice in Year 11 gearing the pupils up for the terminal examination.

We would however, expect our pupils to have a real depth to their knowledge which will go beyond the syllabus and hence give them the mental agility to be able to deal with anything the examiner can throw at them. Having a single end point allows us to build up the expectations on pupils as we go forward. The examination becomes a natural culmination to this process.

Suggested iGCSE Qualifications

- Languages
 - Cambridge International Level 1/Level 2 Certificate in French
 - Cambridge International Level 1/Level 2 Certificate in Spanish
 - Cambridge International Level 1/Level 2 Certificate in German
 - AQA Level 1/Level 2 GCSE in Latin
 - AQA Level 1/Level 2 GCSE in Classical Greek
- Humanities
 - Cambridge International Level 1/Level 2 Certificate in History
 - Cambridge International Level 1/Level 2 Certificate in Geography
- Sciences
 - Cambridge International Level 1/Level 2 Certificate in Physics
 - Cambridge International Level 1/Level 2 Certificate in Chemistry
 - Cambridge International Level 1/Level 2 Certificate in Biology
- Mathematics
 - Cambridge International Level 1/Level 2 Certificate in Mathematics
- English
 - Edexcel Level 1/Level 2 Certificate in English Language

Qualifications for technical / practical subjects

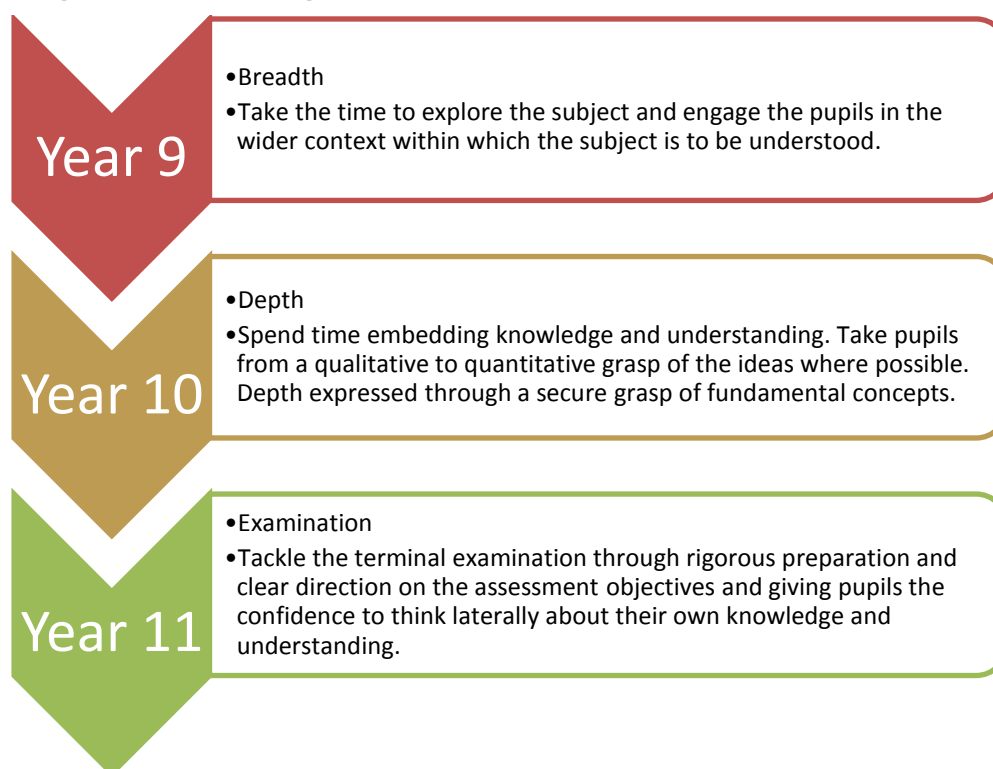
The recent announcement of the removal of over 3000 vocational qualifications from the approved list for GCSE equivalence tables and the downgrading of level 2 qualifications to be worth just 1 GCSE if they are accepted as valid has created confusion. It is now difficult to see which qualifications will be worth having and represent good currency with employers.

Computer Science

As a central component of our technical education offer we intend to use a high quality qualification. However, at present the options are limited. At present the closest fit to our goals is the Cambridge IGCSE in Computer Studies. However, at present it is not approved for use in state schools. We are considering offering a non-examined course as pre-cursor to studying Computer Studies at A-level. This will be based on collaborative work already being done by the Royal Society and Computing at School who already have a draft curriculum published which we can use in Year 7 & 8. We have also started to work with New Wave Concepts based in Cambridge on developing a curriculum based around the innovative use of microcontrollers – mini computers which cost less than £5 for a single chip.

We are also working with Codecademy based in the US on providing an online programming tutorial programme. They have built a fantastic interface which requires no specialist software other than a web browser. Along with some very intuitive gentle introduction to programming languages, they will work with us to draw up an online course we can use in our school.

Teaching and Learning:



We see Key Stage 4 as the chance to really channel our efforts by spending time to explore the subjects offered. A key premise behind a subject based curriculum is that the division of ideas and concepts along subject boundaries gives pupils a chance to interrogate the inherent logic within our ideas about a subject and hence develop a far deeper understanding than a superficial attempt to generalise our knowledge too broadly. However, once the depth in understanding is acquired it transforms the pupil's ability to see connections between subjects which are consistent with a much deeper appreciation of knowledge.

The approach taken in Key Stage 4 is about deepening the intellectual grasp of subjects in order to give a fuller picture of what is studied. The picture above informs this process across all our subjects but especially those in the academic core. We want a deep understanding of the core subjects so that this can then be translated to a pupil's wider appreciation of both academic and general knowledge.

Laboratory Work In Science:

A key aspect of our curriculum will be that every pupil's has a lab based course in each science specialism. Part of the reason for the three year iGCSE course is to give pupils the chance to do an indepth laboratory course in which experimentation is a major aspect of the science course. Removing the requirement for coursework gives us the opportunity to focus on experimental laboratory skills and carry out both short and longer open ended investigations.

We are very keen to develop the opportunity to use novel techniques to bring the laboratory to life. We have already established a relationship with Feedback Systems who supply user friendly data logging workstations which

can allow all our students to do investigations that are normally just class demonstrations.

Sixth Form Plan

Vision for the Sixth Form:

Academic Core: Subjects offered represent the best foundation for gaining entry onto the broadest range of courses at Russell Group Universities.

Separate Science Teaching: We intend to be a centre of excellence in science teaching at A-level. We will encourage mathematics to be taken alongside the sciences to give the best range of options in Higher Education.

Subject specialists: All our lessons are being delivered by teachers passionate about their subjects

Ethics: All our pupils will be challenged to think on their feet and encouraged to learn the art of debate in a constructive atmosphere where their ideas are valued but critically held to account.

Afternoon session: All our pupils will be given an exciting way into technology education using innovative and imaginative tools. Alongside this we will aim to provide avenues for pupil's artistic, sporting and musical talents.

Entrance requirements:

5 A* - C including Mathematics and English ELSS Mathematics or English Entrance Examination

Rationale

We intend to widen access to sixth form and thus university from East London. In order to do this we will give pupils a chance to prove themselves academically despite not having made the most of their education up to 16. We believe we have the depth of teaching and pastoral support to give pupils a chance to go further than they might do without us. As we have already stated the current situation in East London is poor when we consider how many students are studying the sciences and taking them further. We intend to bridge that gap and provide an opportunity for pupils whose GCSE grades are not as good as they could be but want the chance to take A-levels and potentially go on to university.

5A* - C including Mathematics and English

This is our minimum criteria to be allowed to sit our entrance tests. If we consider the formal education that a great many pupils have been offered up to 16 then it is reasonable to assume that a large number of pupils have failed to achieve their potential in East London. The low number of students taking the sciences in Tower Hamlets and Newham is testament to an obvious waste of potential. The likelihood of pupils arriving with A* - B grades at GCSE is slim. Given the background to science education in East London we will have to look for pupils with lower grades but unrealised potential. For this reason we will accept pupils with 5A* - C including mathematics and English but then insist that our potential students sit either an English or mathematics entrance

test. Students wishing to focus on the sciences will sit the ELSS mathematics test. Students wishing to study the arts and humanities should sit the ELSS English test. In this way we will open the door to pupils who have failed to realise their potential up to 16 for one reason or another and yet may want a chance to study at university.

We will ask for a character reference from any responsible adult with an educational or working relationship with pupils to sit alongside their test results. We will give each student a chance to show what they can offer the school in terms of their own achievements so far. We want students to demonstrate a commitment to hard work and the ambition to succeed no matter how difficult it seems.

English Entrance Test

This will involve close textual analysis of an unseen piece in which the student is asked to comprehend the passage and then discuss the use of language in the piece and understand the context from which it is written and the relationships portrayed within the text.

The text will be chosen from a demanding work where the student will have to demonstrate a good degree of understanding of the language.

We will not base the test on set texts at GCSE so that it will not be based on assumed knowledge. Instead it will focus on how well the student can structure an argument given the information in front of them.

Mathematics Entrance Test

The mathematics test will avoid knowledge recall as much as possible but rather present everyday problems which can be solved using mathematics formally or informally. The idea will be to identify latent talent of ability.

The advantage of this approach is that an interview can be used to discuss this work. Overall, we will aim know our pupils ability levels very well before they start with us.

Admissions in 2018/2019

Our admissions criteria will change once we have our own pupils coming through from Year 11 in 2018/2019. At this point we will decide how we wish to alter our entrance criteria for external students.

Comparison with our competitors

The entrance requirement for Bethnal Green Academy is now 5A*- B at GCSE and George Green's School in Wapping ask for 5 A*- C with Maths or English GCSE at Grade B or GCSE in Biology or Core and Additional Science for IB Biology. The London Academy of Excellence is now asking for 5 A*- B grades.

Curriculum

- Core Offer – Match Russell Group Recommendations
 - Physics
 - Chemistry
 - Biology
 - Mathematics & Further Mathematics
 - History
 - French
 - English Literature
- Suggested Subjects – Russell Group Subjects
 - Geography
 - Classics: Latin / Ancient Civilisation / Classical Greek
 - German / Spanish
- Suggestions – Beyond Russell Group Subjects
 - Economics
 - Computer Studies
 - Electronics
 - Art / Art History
 - Music

The range of subjects is designed to match the Russell Group “facilitator” subjects plus subjects that give breadth to our offer and add to the school as a whole. The Russell Group recommendations are designed to allow students to study any degree course they wish at the best universities.

The Core Offer subjects will form the basis of the majority of pupils’ subject choices. Beyond these geography and extra modern foreign languages will be encouraged. Classics is something we wish to promote, focused on the provision of Latin.

We want to offer economics for those students who have an interest in business. Given our proximity to the City of London, we expect strong take up. We also plan to offer computer studies and electronics to complement our technical education in Key Stage 3 & 4. Art and Music will be offered as an important part of our provision.

Qualifications

A-levels will be the qualification of choice for now but will investigate the Pre-U and IB to see if they could suit our pupils.

Subject Options

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Option A	Option B	Option C	Option D	Option C
2	Option A	Option B	Option C	Option D	Option D
3	Option C	Option A	Option A	Option C	Option A
4	Option D	Option B	Option B	Option D	Option B

We will have 20 hours of teaching in the morning during the week. If each subject gets 5 hours teaching time a week at A-level this equates to 4 subjects for each student. This will leave no spare time for students in the morning. This fits in with our work ethic and reduces the problem of sixth formers not having structured time. There is no requirement for a common room and less pressure for study space around the school during the morning.

All our students will start 4 A-levels in Year 12. There is an expectation they will carry these subjects through to A-level.

Suggested Option Choices

Option A	Option B	Option C	Option D
Mathematics	Mathematics	Mathematics	Mathematics
Physics	Physics	Physics	Physics
Chemistry	Chemistry	Chemistry	Chemistry
Biology	Biology	Biology	Biology
History	History	Art	Computer Studies
English Literature	English Literature	Music	French
Electronics	Computer Studies	Economics	Classics
Geography	Electronics	French	Geography
Further Mathematics	Classics	Further Mathematics	English Literature

We have estimated the number of teaching sets in Year 12 and 13 will have the following arrangement when we reach full compliment.

Subject	Number of Sets	Subject	Number of Sets
Mathematics	8	English Literature	4
Further Mathematics	2	French	2
Physics	4	History	4
Chemistry	4	Geography	2
Biology	4	Computer Studies	2
Electronics	2	Classics	2
Art	1	Music	1
Economics	2		

This has been used to budget the teaching staff

Mathematics: Compulsory or Not?

The core of our A-level offer will be centred round mathematics and science. We will expect all pupils to study mathematics A-level unless they are taking non-science courses. All science students will be expected to take mathematics. We wish our students to have the best chance of success and mathematics is crucial in many fields. Mathematics is the language of science so do a science course without also taking mathematics is self-defeating. Whilst we recognise this may put off a great many candidates, it is a price worth paying in terms of producing credible candidates for university places.

Pupil Numbers

The sixth form will be a nationally renowned centre for science education and as such will be central to the success of the school. For this reason we want to open the sixth form from the second year of opening 2014/2015 starting with Year 12 students from local schools. This is critical to our success because it will allow us to develop our reputation as a powerful academic centre early on and attract the best teachers to work in this school. Our reputation will allow us to attract students from a wide area to the school. We will actively campaign to recruit sixth formers from pre-opening by running taster sessions in the school holidays at Easter. In the first year of opening we will run revision sessions at Easter and in the summer half term along with a summer school for pupils from local schools.

School Day

As previously mentioned we will expect our pupils to study 4 A-level subjects from Year 12. This will mean they will have no free time during the morning session. This is deliberate because free time is problematic for sixth form students and adds nothing to helping create the students we envisage. We do not want part-time students. We certainly don't want students wandering on and off campus during the morning. This is core academic time which every pupil and student will benefit from.

Afternoon Sessions and Responsibilities

The afternoon sessions will allow the space for A-level students to get involved in working with the younger pupils – this could involve helping to run sports activities such as team events alongside our staff or working on projects in the workshops which can involve pupils of all ages.

Community Service

A key feature of the school will be the integration of pupils across the school through the house system. This will happen formally through House System.

Sixth formers will be asked to help out during prep with younger pupils in their form or House. Less formally sixth formers will be encouraged to help run clubs within the school – science clubs through to chess and amateur dramatics. We will also expect sixth formers to volunteer to help us to deliver outreach lessons to local primary schools.

A school prefects system will operate through the House system and House Captains will be responsible for leading inter-house sporting events and other challenges as well as having a useful role in enforcing basic discipline and behaviour standards throughout the school.

Ethos

- We will expect the students to set an example to the rest of the school in everything they do – this is especially true of the form group in which the sixth form will be the elder peers to whom younger pupils will turn for support – collegiate spirit developed through the house system
- We expect the students to be hard working and strive for success at all times
- We expect the students to be resourceful and driven
- We expect the students to interrogate their own thoughts and develop the ability to distinguish their own ideas and beliefs from those of others
- We expect the students to develop successful learning habits and to read to back up their lessons – developing the habit of reading is an essential and underplayed aspect of the experience of sixth form
- We expect students to be able to present their ideas to an audience and write a good well structured essay no matter what subject they study – debate will figure heavily in the culture of lessons and broadly in the school

Progression from Year 12 into Year 13 and general behaviour and discipline

The most difficult part of the A-level course is the beginning. At this point students have to take responsibility for their learning and the demands placed on them intellectually can be a shock. They can no longer get by simply by being sharp witted. It is the amount of work they put in which will determine the outcome of the course. This is especially true for pupils who have not had a strong formal academic background. We have to assume in the first years this will include a large proportion of students arriving from other schools in East London wishing to study at our school. This will impact on our approach to teaching and learning in various ways:

1. For students below an 'A' grade at GCSE in the subjects they study, they will all be on probation for the first half-term. This will consist of work checks via the subject and form tutors and attendance and punctuality checks via subject and form tutors. There will be a minimum acceptable standard set, which if they fall below, will trigger a set of clear procedures leading to possible removal of the offer of studying on that course. It will be imperative this is carried through in the first half-term for all concerned.

2. The first half-term will be a lead-in time for pupils into A-level study in the delivery of the courses. This will of necessity include assessing students ability in core aspects of the course e.g. mathematics and / or English to find out if there are particular weaknesses. Also we expect students who do not follow an academic course to do catch up work to try to bring them up to a minimum standard for the course.
3. High stakes testing – the students will be under pressure to prove they can pass at A-level standard in their subjects of study at an early stage. If they fall below the E grade standard – 40% - they will be expected to attend extra sessions and work towards a pass grade over a reasonable time frame – half a term. Failure to do so will trigger our probation policy again.
4. The transition from Year 12 to 13 will be marked by end of year examinations (based on AS standard or higher). These will be high stakes because failure to pass will trigger a review of whether the student continues into A2 in that subject.
5. All A-level students will be expected to submit an essay based project on an area of research negotiated with their House Master. This will be additional to their academic subjects and will be designed to broaden the student's outlook and refine their writing skills. It will be a compulsory part of the course. This could be submitted as an Extended Project Qualification (EPQ) which is now being provided by many examination boards. We believe this will encourage independent research and provide the avenue for individual specialisation to take place. This will then play an important part in making the transition from school pupil to academic study at university not least because it can be used to supplement the student's academic work when applying to university. Oxford and Cambridge often ask for examples of a pupils work as part of the application process. It will also give pupils something distinctive to write about in their personal statements.
6. On return in the summer each student will be interviewed by the House Master / Form Tutor and decisions will be made about their passage into Year 13. If the student failed to achieve two E grade or above passes in the summer examinations they will be asked to leave. This will then involve a conversation through the careers advisor and House Master about the best options for continuation either by applying to a different sixth form college / school or discussing routes into employment and training. Exceptional circumstances will be taken into consideration but only as a result of

particularly strong cases which will require evidence from doctors or other professionals working with the student to be taken seriously.

7. If the student passes with two E grades but appears very unlikely to improve we will consider re-entering Year 12 with different subjects that better suit the individual or suggest alternative courses at local institutions like Newham Sixth Form College that have a wide variety of vocational courses on offer. If the student decides to continue then he/she will be very closely monitored to ensure that everything possible is done to ensure he/she has the chance of passing in the summer. This will involve attending afterschool sessions and revision centres in school holidays. Failure to do so will trigger our disciplinary procedures. The single biggest indicator of likely failure in Year 13 is attendance levels. We will operate an attendance monitoring system which will lead to reporting to the House Master on a regular basis if attendance starts to be a problem.
8. If a student achieves less than an E grade or 40% in a particular subject then they will have to give it up in Year 13 because there will be no likelihood of success in the terminal examinations. Under exceptional circumstances, he/she could apply to redo Year 12 and hence extend their stay with us by an extra year. This will generally be frowned upon as few sixth formers can adjust to the situation of being a year older and having to work with a new cohort of students. It takes incredible dedication to pull this off and succeed in improving grades. Alternatively, they will pick up an AS in Year 13 to be sat at the end of Year 13. Given we have the capacity to accommodate them in Year 12 classes this will be worked out at the end of September once the Year 12 setting is embedded.

Teaching and Learning in the Sixth Form

This will be governed by the desire to develop creative independent thinkers. The balance of responsibility between teacher led learning and student led learning will naturally shift towards the student on entering the sixth form. This always causes problems especially for the weaker students. In this sense, we will need to focus on developing the right habits of study through a structured and clear program across all the teaching staff. Clear minimum expectations will be outlined to students through subject teachers and through the House System via the House Master and Form Tutors. Students will need to show their notes and other work to their Form Tutors on a regular basis so that basic problems with organisation can be spotted early and addressed. Use of a virtual learning environment and administration system will be a vital part of this approach. Progress can then be tracked across all the students' subjects and linked to progress interviews carried out on a termly or half-termly basis in Year 12. Simply put no student must be left to swim on their own. Admitting you don't know what to do can be a daunting

and difficult position to find yourself in as a teenager trying to organise your own study. In Year 12 we will assume this is going to be difficult and work through problems with the students.

UCAS and Entry into Higher Education

Having a clear focus on University entrance from the start of Year 12 is vital. From the students point of view thinking through their options and looking at what Universities require is a daunting prospect so total clarity on the expectations made of them is vital. Aiming for 1 or 2 A* grades at A-level is pretty much impossible unless the grades achieved in Year 12 indicate the student can hit 90%. Knowing which subjects are most likely to be asked for is also a direct way of motivating study. In other words, our study is purposeful and directed whilst at the same time being driven by the desire to master the subject.

All the way through Year 12 the staff should emphasise the opportunities on offer that can enhance a UCAS application - therefore giving students a clear positive case for taking them on a course. The emphasis must be on the student to take responsibility to find avenues to explore their chosen subject outside of the normal classroom. But as a school we should work hard to provide these opportunities. This will involve University taster courses and visits to departments.

Oxbridge / Medicine and Early Entry

Early Entry candidates will be identified as early as possible and provided with the opportunity to consider applications to Oxford and Cambridge based on a realistic but positive appraisal of their potential to succeed. We will spend time from the start of the summer term coaching for entrance examinations and building these students up so they are in the best possible position to apply in October of Year 13.

Academic strength is massively important for these candidates and they will need stretching considerably if they are to have a realistic chance of getting through the application/interview process. We will devote staff time to this group in particular subjects in the afternoon session.

It is important that we select this group of potential applicants early on in Year 12 from both their GCSE results and their potential in class. We should aim to take a group to Oxford / Cambridge in March of Year 12 to start the process off and focus their minds on what is required. It will also be important to work with them at every opportunity in order to broaden out their experience across the subject areas they are interested in applying for.

Students will be able to ask members of staff to be their referee for the application process but Oxbridge applications will be overseen by the Principal and Vice-Principal. All other applications will be overseen by the House Master.

We will provide a comprehensive system of mock interviews for applicants which they can book in with subject specialists as well as general advice from the senior staff. Students who go through to the application stage will visit an Oxbridge College open day and get advice from College admissions tutors. For those students needing to sit entrance examinations, we will organise coaching and examination practice sessions starting before the summer holidays in Year 12 in order to bring the students up to an acceptable level of

preparedness by the usual November examination dates. Practice on this is crucial and preparation has to be given a high priority if pupils are to have a reasonable chance of success.

Russell Group and Wider Applications

A key aspect of successful applications is the ability to show depth of knowledge and experience in the particular field the student wishes to study. Too many students rely on imagination rather than actual lived experience. The smallest real experience can come across ten times more powerfully in a personal statement than trying to write something to please the admissions officer. We will aim to encourage all our students to have a story to tell in their applications.

It will be important that subject teachers who know the students write the references where possible and that plenty of time is devoted to crafting an accurate reflection of the students strengths and experience at the school. The subject teachers reference is the most important aspect of the application beyond the actual grades according to Cambridge Admissions tutors.

Overseas Trips

Building on the experience of the members of our team in organising trips, we want to emulate that success at this school. We will organise one landmark science trip a year based around the very successful trip the Lead Proposer organised to CERN, Geneva in 2011. This trip took 42 Year 12 students abroad and encouraged 40 of them to apply for physics, natural sciences and engineering at university. He also organised a trip to Florence which took 24 pupils to visit the historic city its buildings and museums.

Well organised trips like this can make a substantial difference to the quality of the experience our students have and give them a much wider base from which to write their applications to university.

We will organise at least one similar trip each year for the lower year groups which will also have a theme linked to the schools science focus.

D2 Provide a coherent and feasible school timetable and calendar

The School Day

The School Day
<ul style="list-style-type: none">• School Opens 8:00am• Breakfast Club 8:00 – 8:30am• Reading Time 8:30 – 9:00am<ul style="list-style-type: none">○ Reading Time in Form Groups - time to implement the pastoral programme and House Assemblies and set the tone for the day.• Period 1 9:00 – 10:00am<ul style="list-style-type: none">○ Academic Core<ul style="list-style-type: none">▪ Lesson 1• Period 2 10:00 – 11:00am<ul style="list-style-type: none">○ Academic Core<ul style="list-style-type: none">▪ Lesson 2• Short Break 11:00 – 11:20am• Period 3 11:20 – 12:20pm<ul style="list-style-type: none">○ Academic Core<ul style="list-style-type: none">▪ Lesson 3• Period 4 12:20 – 13:20pm<ul style="list-style-type: none">○ Academic Core<ul style="list-style-type: none">▪ Lesson 4• Lunch Break 13:20 – 14:20pm• Afternoon Session (Extension) 14:20 – 16:20pm<ul style="list-style-type: none">○ Workshop based studies○ Physical Education○ Prep Time○ Activities and Visits Programme○ Extra Mathematics and English (SEN)• End of School Day 16:20pm• After School Activities 16:20 -<ul style="list-style-type: none">○ Voluntary Clubs, Sports and Arts Activities○ Homework Clubs Year 9 – Year 13

The timing of the school day will follow the structure above.

The structure of the school day is a reflection of our vision. It enables us to focus intensively on academic work in the morning and then change to a practical / physics focus in the afternoon.

The Morning

Breakfast Club 8:00 – 8:30am

This is organised as an open period where the pupils can start to arrive and find a snack in the morning to supplement their breakfast on the way in to school. It is an informal start to the day.

Reading Time 8:30 – 9:00am

This is organised in Form Groups and will provide a calm start to the day. This will be a chance to pass information to pupils and deal with any pastoral issues.

Academic Core

Lessons 1 and 2 9:00 – 11:00am

This will consist of two one hour lessons. Each lesson is an hour long and will be taught in subject specific sets of up to 24 pupils from the same age group.

Short Break 11:00 – 11:20am

Food available from the kitchens in the form of snacks

Lessons 3 and 4 11:20 – 13:20pm

This will consist of two one hour lessons. Each lesson is an hour long and will be taught in subject specific sets of up to 24 pupils from the same age group.

Lunchtime 13:20 – 14:20pm

Enrichment Programme 14:20 – 16:20pm

Compulsory activities for all pupils. Organised through the House system so allowing mixed or same age cohorts. Visits would involve leaving school possibly at the start of lunchtime in order to return close to the school finishing time.

The extended afternoon until 16:20pm allows for a two hour session which means trips to the centre of London become feasible.

End of School Day 16:20pm

Voluntary afterschool activities 16:20 – 17:00pm

Clubs other activities

Our Term and School Year

We will fit in with the LA term and year dates depending on whether we find a site in Newham or Tower Hamlets.

We are not proposing a longer school year as we believe we have a comprehensive system for educating the pupils and we will in any case be running activities during the school holidays which our pupils will be invited to.

Revision Centres

These will focus on examination groups and will be targeted at February half term and Easter.

Science Summer School

Fun activities based course aimed at broadening out the ELSS experience to pupils from other schools but including our own.

The House System

Vision:

Academic Core: Our pastoral system is driven by the need to facilitate academic success. By creating the dual role of Faculty Head and House Master we have integrated academic progress into the heart of the pastoral system

Houses Themed Around Great Figures: Celebrating figures from the history of the faculty.

Form Tutors become Academic Coaches: Through the use of the Reading Half Hour and Prep Time

Vertical Form Groups: Mixed Year groups in each form encourages sharing of ideas in a more formal sense.

Celebrating Success: The House system will celebrate the success of our pupils in everything they do. Assemblies and House colours will allow us to mark out pupils achievements in everything from sport to academic success.

The House System

Rationale

- Academic delivery at the core
- Needs of pupils in relation to accessing the curriculum dominate
- Age sensitive issues dealt with in subject lessons if appropriate ??
- Small groups of each year group allows for natural mentoring or family system of support
- Changes the role of the form tutor to an academic coach
- Breaks artificial chronological organisation of the pastoral system
- Allows for acceleration and support within the normal daily routine.
- Role model – sixth formers – basic expectation

The Houses



The House System is based around 5 houses each one run by a House Master who is also a Faculty Head. Each House should theme activities according to the Faculty they belong to. This gives pupils the chance to identify with different figures in the history of the Faculty in academia and beyond. We are very keen to encourage a broader recognition of the greats in a chosen field. Hence the names given to the Houses are meant to inspire the pupils.

Each House should have a House badge that pupils wear on their uniform.

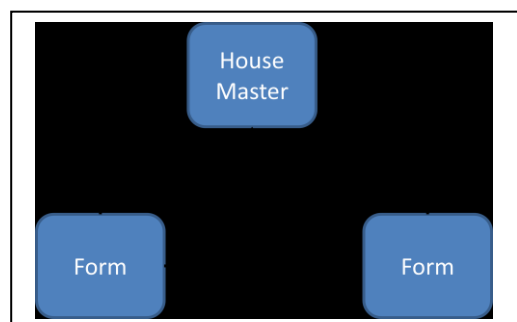
We will have House colours for different activities from sport, to music and achievement especially within their own faculty. This reward system is linked to our behaviour policy outlined elsewhere.

Each House will have its own assembly once a week and this will be a chance to celebrate success and give out colours.

Prep sessions in the afternoon will be organised through the House system.

The House Master

The House Master role is the equivalent of the Year head in a conventional horizontal structure. The House Master will organise the Form activities during morning reading half hour and afternoon Prep sessions. This will be in coordination with the Prep Coordinator in the case of the afternoon Prep sessions. The program will be run by the Form Tutors under the direction of the House Master.



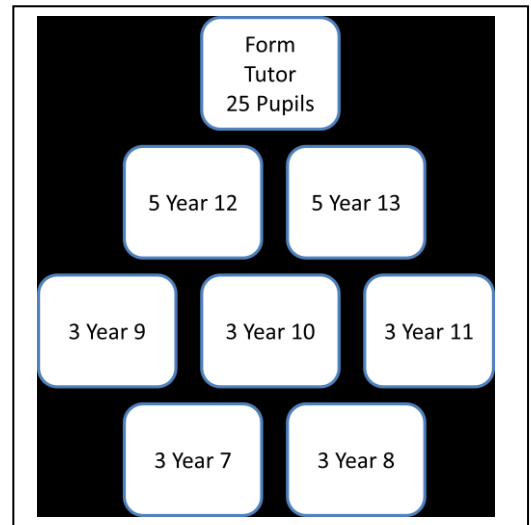
The House Master will have a team of 8 Form Tutors and 200 pupils within a House.

Each Year group from 7 to 11 will have 24 pupils. The House Master will coordinate with the vice-principal on coordinating the House activities in relation to each Year Group but there will be flexibility to add a House theme to any activities where appropriate.

Vertical Structure of a Form Group:

Each House consists of 8 Form Groups each one with 25 pupils of mixed age groups. A complete House consists of 200 pupils. Each Form Group consists of 3 pupils from Years 7 – 11 and 5 students from Years 12 and 13. Obviously, this is only possible when we are at full capacity. The interim period structure is detailed later on.

Once at full capacity we will organise forms to reflect pupils' particular interests or subject choices especially in Key Stage 4 and Key Stage 5. For instance, where possible science students in Key Stage 5 should be in Newton House as the House Master will be the Faculty Head for Science and Mathematics.



Mathematics Department and similarly the SEN English teachers will be senior members of English Department. This is to stress the importance we give SEN in our school staffing structure.

English as an Additional Language

One member of the SEN English team will be our EAL specialist focusing on majority non-English first language – probably Bengali. We will provide translating dictionaries for the pupils and emphasise correct usage of English consistently in our marking policy.

New EAL pupils and mid-phase admissions will be assessed if we do not have their previous school report then withdrawn and tested for level of English and Maths, then put into middle bands in order to establish their ability to access the language - but reviewed very quickly as most EAL pupils do better than their native counterparts so quickly need moving up to a higher set.

The EAL specialist to lead staff training on grammar points and common errors for non-native speakers and which we will then relentlessly correct. Use Teaching Assistants to work with EAL students when they arrive and also buddy them up with other students from similar background - plus meet their family and encourage or assess level of English used at home as basis for developing our response. EAL students need regular verbal comprehension checks so they do not slip through and EAL student should take part in an assembly so all students see the range of students and student language in the school and bullying is also avoided. We also need to make sure we can access an English speaking family representative to facilitate communication about progress.

Integrated Approach

For all our pupils the first term in Year 7 will be a bridging term from primary to secondary within each subject area – this will aid the transition from primary school and facilitate a concentration on functional literacy and numeracy in all lessons within the context of each subject.

Further information about pupils will be gained from the comprehensive diagnostic testing in first term in English and Mathematics and CAT tests. Pupils will then be set according to the result of tests to further enhance our ability to concentrate resources on weakest pupils.

All the time the concentration is on returning pupils to the mainstream as far as possible and to allow pupils to flourish within our curriculum.

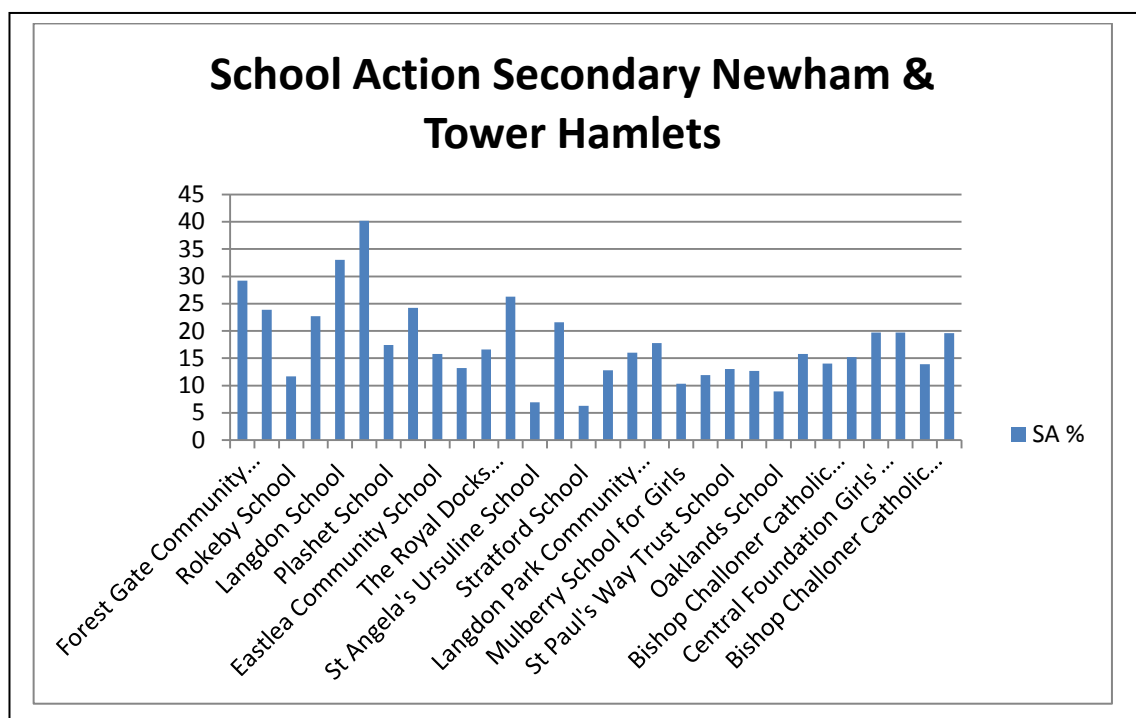
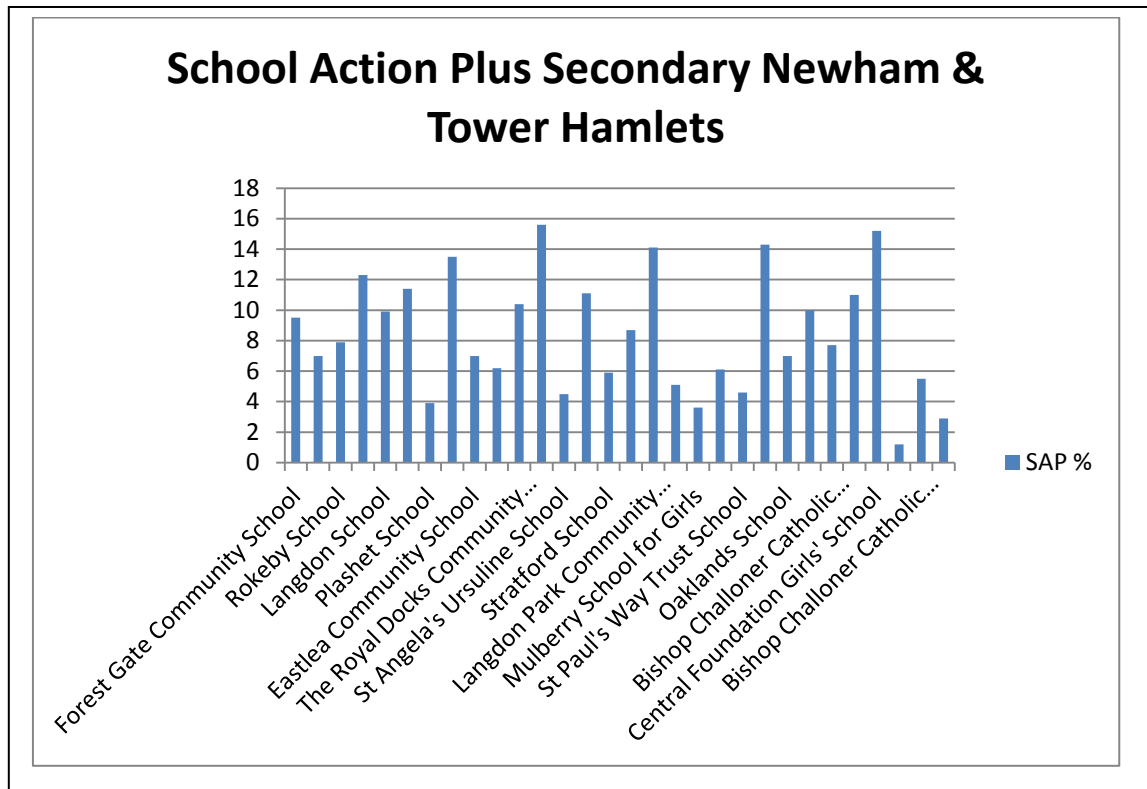
We will work with outside agencies to facilitate pupils learning by removing barriers to accessing learning whether physical, emotional, and behavioural or through specific learning difficulties

We have the potential to bring in external help in Year 7 e.g. phonics team if reading is a severe problem with a particular group of pupils.

All staff motivated to succeed with ALL our pupils led by the senior team.

Specific training will be led by the SENCO for issues that arise with each cohort of pupils.

Knowing Our Pupils:



School Action and School Action Plus:

In both Newham and Tower Hamlets we know there are going to be significant numbers of pupils on School Action and School Action Plus. This indicates that we need to make identifying pupils in our cohort before they

come into the school a priority. It also means we need to set up relationships with the outside agencies providing help for the pupils on School Action Plus to so that continuity of provision is as smooth as possible where needed.

Pupil Profile:

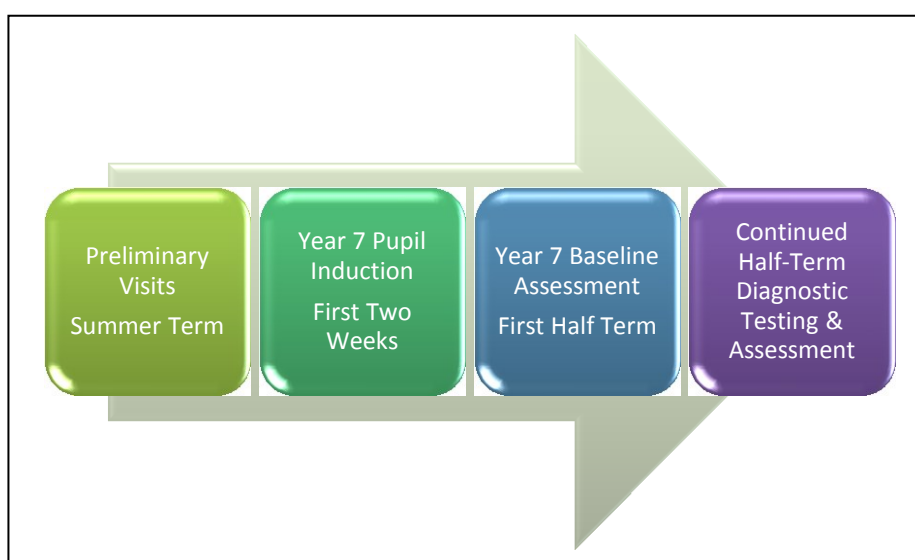
Newham and Tower Hamlets SA/SAP Combined

- **Secondary Schools**
 - School Action Plus 8.5%
 - School Action 18.8%
- **Primary Schools**
 - School Action Plus 7%
 - School Action 11.4%
- **ELSS Working Assumption**
 - School Action Plus 8%
 - School Action 12%

Tower Hamlets and Newham Statemented combined

- **Primary Schools 1.1%**
- **Secondary Schools 2.1%**
- **ELSS Working Assumption 1.6%**

Year 7 Strategy:



The Year 7 Strategy is central to making our curriculum successful. We realise with the cohort of pupils we are potentially recruiting from that there will be a significant number of pupils who fall within the remit of SEN. However, more generally the majority of pupils will find it a significant jump up to a full academic curriculum. Our strategy is to minimise the barriers to accessing this curriculum as quickly as possible so that we can take all the pupils with us on this journey.

Preliminary Visits to Feeder Primary Schools:

- During summer term SEN Team to visit “feeder primary schools” – see admissions policy
- Two priorities
 - Understand primary school curriculum and pedagogy
 - Understand pupil profiles especially any pupils with School Action / Plus or Statements
- SEN Team to produce “bridging materials” for our pupils to use over summer with parents to acclimatise pupils to our expectations and learning habits – see our expectations of new pupils
- SEN Team to produce action plan for highlighted individuals – including contacting external agencies and parents for School Action Plus and Statemented pupils – see working with external agencies

Management team make decisions on the possible need to bring in outside support to deliver our expectations over the first half term – see functional literacy and numeracy

SEN Team Induction for new pupils:

- Interview with parents conducted by SEN Team to help assess needs
- SEN Behaviour Team to work closely with identified pupils to coach them into our expectations on behaviour – see behaviour policy / expectations
- Early review of progress with parents of particularly difficult cases before Christmas. SENCO to organise and liaise with outside agencies as appropriate
- SENCO to work closely with families of pupils who find it difficult to meet our basic expectations on attendance, punctuality and behaviour

D

- Core Subjects English, Mathematics and Science
- Diagnostic Testing carried out at Christmas and every half term forwards until end of Year 8
- Subject specific assessments carried out alongside Core Tests
- SEN Mathematics and English Teams use data from tests to judge progress
- Aim to return pupils to mainstream as soon as possible
- Tests and assessments used in twice yearly reviews of School Action / Plus and Statemented pupils progress

SEN Code of Practice Compliance:

- Drawing up Individual Educational Plans (IEP) for School Action / Plus and Statemented pupils – SENCO responsible for coordinating
- SENCO coordinates meetings for SAP / SA and Statemented pupils between relevant external agencies and SEN team – fed back through House Masters to Form Tutors and Subject Tutors
- First meeting to happen before or just after October half term in Year 7

Working With External Agencies:

- Use Newham as example to clarify
- SENCO to identify needs of physically impaired pupils. Work with relevant local agencies on providing reasonable access to the curriculum
- SENCO to identify medical needs
- SENCO to look at identifying particular needs – Autistic Spectrum Disorders, Learning Difficulties and Other identifiable needs
- SENCO to share information with staff through House Masters on a need to know basis
- SENCO as point of contact on all concerns

SEN “Graduated Response”:



SEN “Exit Strategy” – for School Leavers:

- SEN Team along with Careers Officer work on each pupil’s needs on leaving the school – start of Year 11
- SENCO ensures continuity of provision of services where needed with outside agencies
- Parents involved in discussion about way forward on leaving school
- Suitable advice sort on Further Education provision and or employment or training
- Leaving plan drawn up offering our best advice and ensuring that at least one good route out of the school is made clear to parents and pupil

Post-results review and updated advice offered in September – especially with references and advice on college places etc.

D4. Measuring Success

Key Stage 4

We will aim to enter 100% of our pupils for the full English Baccalaureate consisting of good GCSEs in the three separate sciences, mathematics, English, a modern foreign language and an approved humanities subject. This is defined by the structure of our curriculum in Key Stage 4 and is a direct reflection of our determination to give all pupils a good academic education.

We will aim to match the best performing school in Tower Hamlets and Newham in relation to two good GCSEs in Science. According to 2011 Plashet School achieved 76% A*-C in Science. We would aim to match this with our first cohort of pupils sitting their iGCSE separate science qualifications in 2017/2018.

The current average pass rate for the English Baccalaureate in Tower Hamlets and Newham is 9%. The best school is St Angela's Ursuline School who achieved 32% success in 2011. They entered 41% of their cohort for the full range of English Baccalaureate subjects.

We will aim for 50% English Baccalaureate pass rate in all subjects in the first year of entry 2017/2018.

We will aim to be in the top 10% of schools in London against 5A*-C grades at GCSE including mathematics and English within three years – 2020/2021.

Key Stage 5

We will aim for the London average A*-E at A-level 98.1% in our first year of entry 2015/2016.

We will aim for the London average A*-A at A-level of 24% in our first year of entry 2015/2016.

These targets are realistic starting points but we would aim to go beyond this as we go forward. We will aim to be in the top 10% of London schools against A*-A at A-level within three years of our first entry sitting the examinations so by 2018/2019.

We will judge our success on our ability to gain places for our students at Oxford, Cambridge and the Russell Group universities. Significantly it will also be a crucial indicator of success to measure the number of students who go onto study mathematics, the sciences, engineering and medicine. We would expect to be the lead school in East London in this respect by the time our first cohort of Year 7 pupils head to university.

Wider Targets

We will aim to encourage the take up of Debating Matters within our school and beyond in East London. We will aim to have an active debating team of

pupils participating in national competition within three years of opening.

D5 Admissions Policy

Our draft admissions policy

We aim to use the admissions policy below based on line of sight from the front door of the home to the front gate of the school as our main criteria for over subscription. This will mean we favour local parents and avoid problems of bias by trying to select definite feeder schools or catchment areas. This will provide a fair admissions policy that will still allow pupils from across East London to apply but give preference to local pupils.

East London Science School

Admission Arrangements for 2013-2014

1. The East London Science School is a publicly funded, co-educational independent secondary school.
2. Responsibility for the admission of pupils rests with the Governing Body.
3. All applications for places at the school will be considered according to the arrangements set out below.

Admission to Year 7 in September 2013

4. The school has an agreed admissions number of 120 pupils in Year 7. Accordingly the school will admit up to 120 pupils provided sufficient applications are received. All applicants will be admitted if 120 or fewer applications are received.
5. The school may refuse admission to applicants who have been permanently excluded from two or more other schools. The ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions, which took place after the child concerned reached compulsory school age, do not count for this purpose. Where a previously excluded pupil arrives in the area after the normal admissions round the school will consult and co-ordinate its arrangements in accordance with local in-year fair access protocols for securing schools for unplaced pupils.
6. If the school is oversubscribed, after admission of pupils with a Statement of Special Educational Needs where the school is named in the

Statement ¹, admission will be given to those pupils who meet the following criteria in order of priority:

- A. A “looked after child” or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order, as stipulated in Section 46 of the Adoption and Children Act 2002 and Sections 8,14A and 22 (1) of the Children Act 1989.
 - B. Initially in year of opening, priority will be given to application from siblings. Thereafter priority will be given to pupils with siblings attending the school at the time of application. Sibling is defined as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
 - C. In the case of all other applicants the distance from home to school will be considered with priority given to those who live nearest to the school. Distances from the pupil’s home to the main school entrance as specified in the school prospectus will be measured by using Ordinance Survey data to plot an address in this system. {Does this need to say as the crow flies?}
7. Random allocation will be used as a tiebreak in category C above to decide who has highest priority for admission if the distances between the applicants’ homes and the school are the same. The process will be independently verified.

Application

8. Applications for admission to Year 7 2013 must be made on the Common Application Form (CAF) provided by the Local Authority where they live. Applications must be completed and received by deadlines set by the Local Authority. {This may not be possible in the first instance but thereafter}
9. Applications received after the stated deadline will be at the discretion of the Chairperson of the Governors and the Headmaster acting on behalf of the Governing Body. Late applications will be considered only if there is written evidence of exceptional medical, pastoral or compassionate grounds for the lateness of the application.

Verification of information

10. All applicants will be required to provide proof of residence and an

¹ In accordance with Section 324 of the Education Act 1996

original or certified copy of a short birth certificate.

11. False information, or the omission of material information, may result in disqualification, or the withdrawal of a place after it has been offered, accepted or taken up.

Offer of places

12. Letters informing applicants of the outcome of their applications will be sent by first-class post on the National Offer Day set by the Local Authority for 2013.

Appeal procedure

13. Unsuccessful applicants will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with statutory provisions in force at the time.

14. The decision of the Independent Appeal Panel is binding on all parties.

15. Full details of the appeal panel and relevant deadlines will be sent to parents with the decision letter.

Reserve list

16. In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the over-subscription criteria.

17. The reserve list will be maintained until 31st August 2014. Vacancies arising between 1st March and 31st August 2014 will be offered first to applicants on the reserve list.

18. On 1st September 2014 applicants on the reserve list and late applications (those received after the normal admissions round deadline for admission in September 2013) will be placed on a waiting list.

19. All applications on the waiting list will be considered for any vacancies occurring during the period 1st September-31st December 2014 in accordance with the over subscription criteria.

20. The waiting list will not be maintained after 31st December 2014.

PS – I've used two documents for this draft: the West London Free School 2012-2013 Arrangements and the DfE's 2011 School Admission Code (I believe to be republished this year).

D6 Behaviour Policy

Our principles require us to have the highest possible academic expectations for all our children. Our experience tells us that the highest possible academic expectations cannot be achieved in an atmosphere of inconsistent expectations of scholarly behaviour. To embed this consistency, our expectations therefore require early and repeated public and private communication to all our stakeholders: children, parents, teachers, wider community.

We will base our approach around the development of a 'user-friendly' slogan such as 'Every ELSS student respect the right of every ELSS student to achieve the best academic standards through the best behavioural standards.'

This slogan – or similar- will be tested out (then stated as policy once finalised) with all our staff to ensure that it means the same thing – the right to study to the highest level is sacrosanct at ELSS – in order to build a house ethos that can then be publicly modelled to all new staff (a particular problem in maintaining consistency of expectations in the long run, all parents and all children). We will also test our staff to ensure they understand that they also have the right (especially our less experienced or newly qualified teachers) to get silence from their classes at any time they request it, and particularly at the start of lessons when the lesson aims are being addressed. A significant part of our strategy for staffing will be to ensure that more experienced staff are aware that they cannot undermine the experience of new staff through complacent or casual interpretations of the school behaviour policy/strategy. In consequence, we will also ensure that all staff understand that the ELSS has a behaviour policy and not a series of disconnected approaches that will confuse children about the long-term expectations of the school.

Similarly, we will ensure that all staff are aware of issues related to safeguarding, and the requirement to report concerns to senior staff immediately and to ensure feedback is given to ensure those concerns have been addressed. This is a training issue, as some staff may think they can guarantee confidentiality to students. As this is not the case, we will devote training time to explaining staff responsibilities in this area. This will include general procedures to ensure students are not showing any signs that may concern the school in loco parentis. We will therefore encourage responsible watchfulness by our staff with regard to abnormal behaviour such as extreme tiredness, extreme hunger, lack of neatness, unsettled actions with friends, poor or erratic attendance, inappropriate activity or language in regard to other students or adults in school.

In terms of our core academic purpose, we will include references to scholarly behaviour in our academic advertising and ensure school publicity includes references to our expectations and integrated understanding of how good learning cannot be achieved without good behaviour. Naturally, with such an approach, we require absolute clarity of communication as well as expectation. Our communication will be focused on the following principles:

clear, considerate, consistent, connected to education, checked, checked again.

We will therefore ensure that our behaviour strategy will address the need for good behaviour both in and of itself but also as an essential requisite of being a successful student and a well-rounded person who represents the school both inside and outside the building.

We will explain – in the context of our academic aspirations – the associated expectations of behaviour every time we meet parents and new children, but particularly in our visits to primary schools, meetings with parents, letters to parents, open days and website presentations to prospective applicants. At the same time, our educational principles stress debate, so we will clarify that the conditions for critical discussion can appear to be undemocratic as a means to build the highest level of democratic and tolerant mutual discussion between our students and future citizens. Therefore, our behaviour aspirations will be explicitly addressed in our interview procedures for parents and staff – and we will explain to those parents seeking a greater degree of lassitude that in order to rebuild the academic aspirations of the area we are representing we must prioritise the educational well being of the future through holding ourselves and our students to the highest standards. We are aware that this approach contains some dangers – for example Einstein was not known for his good appearance – but we hope as educators to convince the community that, for example, Einstein's later choices were built on the highest expectations in his original schooling experiences, leading him to be seen as an extremely polite man as well as confident thinker. According to Einstein's scientific biographer [REDACTED], his best early schoolteacher's convinced him of the need to trust in no authority outside their own reason, but this was not a licence for behavioural anarchy, though he did give up pork! Perhaps this type of sentence conveys best our own tolerant approach in the context of striving to create the best behavioural conditions for reasoned tolerance, discussion and debate.

More concretely, as well as stressing the need for parents to support us in enforcing the highest standards, we will back up our approach through using home-school agreements, student planner reminders and not allowing any student to start at our school until they and their parents have met a senior representative of the school to ensure they very clearly understand our approach to behaviour. We will also, once the school year starts, use whole school assemblies to explain how our ethos for the school determines our behavioural expectations, from bringing all the right equipment to reasoned assent and dissent as parts of a community of scholarship. These assemblies are not only a significant practical expression of the school strategy, but they also demonstrate that humans coming together in a public forum is one of the highest educational ideals. As the students get used to the school these assemblies should become a forum for academic discussion between future citizens – but at the start they are vehicles for modelling our approach to students and staff -who also need reminding from the leadership of the school about the expectations. An important part of these assemblies will be to shift to a new model of involved participation and correction, so that senior

staff do not praise students merely for turning up, but constantly seek to improve the intellectual and grammatical quality of student verbal responses and physical demeanour. This relentless approach will also be a significant part of our strategy for modelling expectations to staff so that they can do the same and also feel confident about challenging low intellectual expectations - which are often the conduit for low behaviour expectations. We are aware that we may need to challenge the idea of inner city students having lower expectations for themselves than we require – and we know that staff may also need to be challenged about this at interview and once the school year starts.

During the school day, we will also use senior staff to monitor lessons to ensure that our behavioural expectations are being met, and we will regularly record any incidents that involve students so that their parents can be immediately informed of any breaches of the school policy. We will also address positive aspects of school behaviour so that students are rewarded through their work being noticed and reported to their house master and principal, so that we can early on create a culture of achievement that the students can immediately identify with. At the highest level, as part of our reward system, we will aim to offer some form of foreign trip funding for students who quickly demonstrate the aspirations we are looking for.

Such aspirations will also feed into our attempts to build student responsibility and leadership through pastoral team and house system, as well as future prefects and head boy or head girl. Our vertical tutoring system is also designed to build student responsibility, mentoring and leadership throughout the experience of the school.

In sum, appropriate behaviour at our school consists of the following aspects:

- ELSS Culture – aspire to be educated and talk about what it means to be educated with staff and students. Let others do the same!
- Be part of something great – high-level discussion requires tolerance of others ideas and peace and quiet to make up our minds and think: 'I think therefore I am' (Descartes).
- Entering and exiting school – quietly, correct uniform and equipment, on time.
- Entering and exiting lessons – enter in silence, stand behind chair in silence with correct equipment ready, wait in silence to be told to sit, start lesson in silence, speak when teacher gives permission.
- Equipment - all students to have books for lesson, pencil case with 2 pens, 2 pencils, 1 ruler, 1 rubber (plus whatever particular teachers request for their lesson), planner.
- Uniform – should be correct at all times.
- Form time – focused on reading, reviewing punctuality, behaviour, equipment, reading letters for your parents.
- Assemblies – enter and exit quietly, pay attention!
- Moving around the school - quietly and walking on the left at all times.
- Electronic recording system to record incidents and inform parents - House System rewards.

- Detentions for lateness and equipment issues: specified number of lates = automatic lunch time detention; escalation to meeting with governors if no improvement.

Where students do misbehave, we will focus on distinguishing between student behaviour that is simply a part of growing up, and behaviour that is more serious. Although both will be addressed in a zero tolerance manner, we will develop different sanctions for different cases, and have developed a model behaviour policy to reflect this.

A full draft of the consequences of poor behaviour showing disciplinary consequences which has been developed by our team (and will be read through with prospective students and parents and printed in their planners) is available as a separate document. A key part of the approach is shown below in term so how we will connect behaviour to our positive ethos before we address sanctions.

General ELSS school expectations

Creating and maintaining a calm, orderly ethos is important. We believe that effective and inspirational teaching and learning cannot take place without it. We therefore place a strong emphasis on respect, courtesy, politeness and personal responsibility. Staff are trained in our 'house style' of behaviour management. This has the following principles:

- Consistency starts in the classroom and lessons aim at clarity and high expectations.
- Classrooms and resources should be ready for lessons and tutor periods.
- Teacher-led seating plans are used wherever possible.
- Expectation of student silence when other students or staff are talking to facilitate high-level work and thought.
- Zero tolerance of challenging behaviour including sending to internal exclusion if necessary.
- Staff prepared to intervene and demand high standards of language and conduct.
- Giving students opportunities to make the right choices and reconsider poor decisions.
- Staff model expected behaviour and language and are aware of the occasional need to distinguish between public and private explanation of expectations depending on the situation.
- Recording of issues on eportal system to monitor behaviour.
- Reconciliation of conflict through staff-student meetings.

Where negative behaviour takes place, we may also develop some form of withdrawal from lesson system, although – as implied above - we are keen to ensure that this focuses on continuation of student work to a high level, so at this time we are still discussing the way this can be staffed in order to conform to our principles not conflict with them, as is the case in many schools currently.

In all cases of 'one-off' less serious poor student behaviour, we will use an 'on-call' system where senior teachers assist other teachers to get students to continue with lessons (after brief 'time out') so that time away from lessons is minimised. This will give students a chance to rethink their 'challenging behaviour' before entering the school's official sanctions route. However, we will not put students back in lessons without staff agreeing, and we will not tolerate any more serious behaviour incidents at all.

Parents will be informed by letter and phone of all incident and brought into the school to be reminded of the expectations before students can re-enter a lesson they were removed from – or if the incident occurred outside a lesson they will not be allowed to re-enter lessons until they and their parents have met their head of house.

We will back up repeated problems with attempts at developing a reconciliation process, but will not tolerate poor behaviour in lessons, and will support staff at endeavouring to achieve this, always with a focus on the aspirations for the school as driving our response. We will not tolerate any abusive language towards staff at all. In addition, our experience thus far teaches us that can be common for adult teachers to say that parents are not reachable and vice versa, so a significant part of our strategy will be to ensure (and monitor) that teachers are directly and as immediately as possible in contact with parents regarding instances of poor behaviour as a means of establishing the school has the highest academic aspirations for students.

To ensure that the school achieves its vision of marrying scholarly behaviour to general conduct, we will ensure that middle leaders and curriculum leaders have a duty as part of their own monitoring of their departments progress to academic standards, also includes a report on behaviour in the classroom. We will also ensure that all lesson observations include reference to student behaviour in order to ensure staff hold themselves to account in this matter. In addition, we will create some form of internal school steering group (directed by our SENCO) mechanism on behaviour so that a member of the leadership team (we anticipate this being the vice-principal) will be aware of where behaviour patterns for particular students in different subjects are affecting the 'whole school' performance of particular children. If we can establish whether behaviour is restricted to one area or subject or is a wider concern that could involve other safeguarding issues which require action but could also indicate a pattern of performance across subjects that needs addressing early so that future outcomes are not affected. An example of this necessity might concern students who are doing 'ok' in English and Maths but have established poor behaviour in other subjects – if this is not identified and addressed early this will possibly affect the future outcomes of the student in terms of proposed government accountability to EBacc and/or 5A*-C measures. So in this way we can have an internal whole school check on behaviour that directly connects to our interventions regarding positive educational outcomes and transforms a behaviour issue into something that reflects our core principles. This, we might then hypothesise, could reveal that behaviour issues are masking educational problems such as lack of access to the curriculum for EAL students, meaning that our steering group

would require extra support in language acquisition to assist educational progress, ie a behaviour issue requires interrogating to understand whether it is simply a behaviour issue.

A member of the leadership team will also be directly responsible for reporting to the principal on behaviour every two weeks in order to ensure the school does not become complacent without forgetting the school vision of academic success. We will also establish a school working party for behaviour to raise issues of student behaviour and decide school responses as appropriate so that 'grey areas' do not develop which undermine consistency.

Where student behaviour does improve in line with our attempts to build student responsibility and academic leadership, we will use the house system of vertical tutoring to model good practice and encouraging spontaneous through school friendships based on achievement as well as age.

Our pastoral system is academically focused, but designed to build student responsibility and resilience, monitored by a house master who will build a long-term relationship with the group – and where this is not possible, we will make sure new staff and new students (through 'buddying' with model students and prefects) are similarly supported to understand the scholarly ethos we are creating. Although discussed further below, we also create a student network of 'peer mentors' to encourage (after training) students to discuss issue that may be bothering them. This may include issues such as bullying but may also include issues relating to wider safeguarding.

However, in very severe cases of ongoing behaviour problems we will consider internal mentoring and counselling, as well as building relationships with the current equivalent of Pupil Referral Units to access their external mentoring and short-term placement schemes as ways of retaining control over the students in our school but recognising when our work requires expert assistance.

In extreme cases of poor discipline, including discriminatory and bullying behaviour, we will act in accordance with our behaviour policy (we have appended an actual policy completed by one of our team and passed by governors) and normally proceed (once all information has been gathered) to a fixed term exclusion.

This paragraph synthesises the approach we will take regarding bullying but as this is a particularly serious issue which can mar the experience of any child if mishandled we provide further details below as summary points. The key point is we will institute formal written procedures (an anti-bullying contract with an associated governors meeting) to ensure the bullying child and parents/carers are aware of the school expectations and the right of every student to study to the highest level without any degree of fear or discrimination. Ultimately, while continuing to support the educational progress of the perpetrator (eg. through continuing to mentor regarding principles of tolerance for others, setting relevant challenging work that can be sent home and advising of rights to appeal in the case of perceived injustice),

if the school considers that the bullying has continued, the school will follow the behaviour policy and institute procedures for permanent exclusion.

Our formal procedures will ensure that the perpetrator is aware that bullying will not be tolerated in the school and we will also ensure that the victim and family is comfortable with continuing their studies and feels free from fear and intimidation. However, we will be keen to intervene as quickly as possible in instituting reconciliation procedures to avoid the future discomfort of the victim but also the labelling of the perpetrator, especially by staff who have not directly seen the incident but may be aware of it. In many cases in our experience, the right kind of tolerant intervention can assist bullying in early days to become if not friendship in the future at least mutual tolerance of difference. Our aim would be the former, but we would settle for the latter as long as we were completely convinced that the bullying had stopped. To this end, once the initial incident had been resolved, we would see our house system to check and monitor that the original incident had indeed not been repeated in any form so that both students and their families can continue with their studies. Where bullying or discrimination took a wider form, and the school's moral authority and governance procedures were not sufficient to remind all concerned of the expectations of educational aspirations, for example involving other family members such as extended family/adults, we will call in the police if deemed necessary.

Our anti-bullying procedures will therefore fit coherently into our wider educational principles regarding what it means and what the schools stands for in terms of educated and civilised behaviour. We will relentlessly communicate these expectations and interconnections. Where other schools see actions requiring punitive sanctions we also see these but think our educational vision requires us to explain more to curious young students about exactly why we are taking the moral high ground. Einstein in relation to the Nazis is an example we will encourage students to learn from, but there are others, such as Galileo in relation to religion and indeed Oppenheimer in relation to McCarthyism. The point is our principles inform our requirements for tolerance because we know what we stand for educationally. However, we will back up our ideals with practical approaches along the lines of the following summary in relation to safeguarding.

We will ensure that: our school is well disciplined and organised; teachers and other adults responsible for supervising students in all areas of the school carry out their duties effectively and are accessible to students; all member of our school community treat one another with respect and value our Equalities Policy (especially n regard to disabilities); we promote learning about citizenship, rights and responsibility so that it is clear that bullying is a form of unacceptable behaviour; we develop an effective vertical tutoring and house system so that staff and students are able to address issues affecting student welfare; we communicate our expectations and actions regarding complaints firmly, fairly and promptly. We will also address issue related to what is termed 'bystanding' in order to build students who know what is right and wrong (especially in relation to technology such as mobile phones and

internet bullying both in terms of whether such technology is permissible in school and/or firewalls to restrict access to specific sites in school).

Our publicity and communications will establish with stakeholders – and especially with staff who may be equally unclear about our boundaries - that are various kinds of bullying behaviour which we as educators will not tolerate at ELSS:

- a) PHYSICAL – A child can be physically punched, kicked, hit, spat at etc
- b) VERBAL – Verbal abuse can take many forms. It may be directed towards gender, ethnic origin, ability, physical/social disability, sexual orientation, religious persuasion/beliefs or appearance
- c) EXCLUSION – A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends
- d) DAMAGE TO PROPERTY OR THEFT – Students may have their property damaged or stolen. Physical threats may be used by the bully in order that the student hand over property to them
- e) INTIMIDATION – This can include gesturing, miming, signals, tone and physical proximity, aggression or threatening looks.
- f) E-BULLYING – This can include bullying within chat rooms or the creation of hate websites aimed at individual students.

We recognise that there are cases of false accusations that can occur but the culture of the school requires openness and in general we will encourage quick and early reporting of concerns by students and parents in order that we can evaluate and take necessary actions. ELSS staff will therefore:

- a) Encourage students to treat everyone with respect.
- b) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at start and end of the day, using school prefects to assist.
- c) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. PSHE programme, assemblies etc.
- d) Deal quickly, firmly and fairly with any complaints, involving parents/carers where necessary.
- e) Continue to have a firm but fair discipline structure in line with the general behaviour expectations.
- f) Insist that students discuss how they get on with other people and to form positive attitudes towards other people. This includes teaching students about friendship and relating to others.
- g) Avoid complacency - treat bullying as a serious issue and take every possible action to eradicate it

- from our school.
- h) Review the school approach to behaviour and bullying policy on a yearly basis and evaluate its effectiveness in line with recorded incidents and possible trends in student behaviour.

We know that sometimes students are afraid and bullying is not always reported. Therefore, we will encourage a culture of watchful vigilance amongst all our staff. When bullying is suspected we will talk to the suspected victim and the suspected bully. Any witnesses will be spoken to separately. If any degree of bullying is identified, the following action will be taken:

We support the victims in the following ways: by offering them an immediate opportunity to talk about the experience; by informing the victim's parents/carers; by offering continuing support when they feel they need it; by taking one or more of the five disciplinary steps described below to prevent more bullying. We also discipline, yet try to help the perpetrators in the following ways: by talking about what happened, to discover why they became involved; use of restorative justice; informing the bullies parents/carers; by continuing to work with the bullies to change their behaviour patterns and to challenge prejudiced attitudes as far as possible; by taking one or more of the disciplinary steps described below to prevent more bullying.

- a) Students will be warned to stop bullying immediately
- b) If the victim desires an apology, this will be arranged
- c) The bully will be told not to comment or make any remarks relating to what has happened previously to other students
- d) Both the victim's and the bully's parents/carers will be informed by the member of staff who dealt with the situation and the head will be informed as well as the pastoral head and relevant house team.
- e) A repeat of any bullying will result in an exclusion, internal or external
- f) Such an offence will result in the bully and their parents/carers being interviewed by the member of staff dealing with the incident
- g) At this interview the student will be warned that further bullying will result in an external exclusion
- h) Any further bullying will result in a formal meeting with a school Governor and Deputy Head Teacher. This will be a final warning. The student and parent/carer will sign a contract clearly stating our expectations.
- i) Should the student offend again, the school will seek a transfer of the student to another school or permanent exclusion

Regarding attendance and punctuality, we will connect the school's approach to behaviour to issues of attendance and relentlessly repeat the 'mantra' to parents, students and staff, that if you are not in school you cannot learn.

This includes holidays taken during term time. As with our broader behaviour approach, we will use publicity and all contact with stakeholders to ensure that this message is understood and what kind of school we are.

Once school begins, we will ensure that a member of the senior leadership team is on the school gate every morning to check and record late attendance, as well as personally address issues of lateness. In terms of broader systems, we will request all registers to be taken by teachers within the first ten minutes so that a text message can be sent to parents of students not in school by that time.

This data would then be followed up in terms of wider attendance patterns and checked weekly and reported to the leadership team, and we will record and investigate students who have missed more than 7 half sessions (ie mornings or afternoons) in a 3 week period. Recognising our statutory obligations on attendance, these investigations will be monitored by our attendance officer or equivalent, who will check with parents about reasons for absence and then liaise with the relevant pastoral team co-ordinator as well as member of leadership team responsible for reporting on attendance. Our weekly operational leadership team meeting will include as a policy agenda item the responsibility for a report to the principal on weekly attendance, broken down by year group, form group and, where necessary (ie if attendance has not improved after repeated warnings), individual parent responses. We will also require regular diarised meetings between our attendance officer and relevant house co-ordinator so monitoring can be maintained.

The reasons for absence will be collated and then used to determine whether further action is required, whether it be an additional home visit, inviting the parent/carers in for further interview, parent/carer meeting with governors (eg after 14 missed sessions or what we determine as our earlier 'line in the sand' to facilitate earlier intervention), liaison with local safeguarding and truancy services, court warning letter and formal procedures being instituted by the school regarding truancy. We will be relentless but positive about our message: ELSS is a great place to be at, but we will not let students pick and choose when they come. Students who attend 100% will be rewarded through some form of academic privileges which are publicly demonstrated to other students.

We think that the above procedures, while not yet completely watertight, constitute the necessary building blocks for developing an approach to behaviour that will take a more concrete form prior to students entering the school. We think the above measures will set the tone from before students and their parents select the school, and establish the academic aspirations of the school in terms of our principles. We think this will ensure we build a culture of progress for all students. However, where standards slip or are unclear, we think the measures above will facilitate early intervention to address individuals who need remedial action on behaviour or attendance so they can get back to their education. The practical principle here is a complete war on complacency by the school, we know we have to be

relentless about setting the highest expectations but also relentless about taking responsibility (and facilitating parental and student responsibility) to match the best outcomes achieved by other students and schools.

As well as long-term examination success and sixth form retention, university applications and uptake, we expect to measure these outcomes in terms of attendance figures, exclusion statistics (internal and external), type of incidents reported especially racial discrimination and bullying and student and parent surveys of how satisfied they are with their educational experience at ELSS. We will also address progress related to students starting point with us in year 7, and how statistical expectations of our students match up with schools of similar socio-economic profile (measured, for example through free school meals) and outcomes.

Rewards System – House Colours

It is important that we celebrate success in everything our pupils do. We will use a system of House Colours based on badges for academic and non-academic achievements (music / sport etc). House Assemblies will always have a section set aside for handing out colours and celebrating pupil's success. We want to instil pride in our pupils and the visible celebration both in terms of public acknowledgement and personal pride will be central to this.

Similarly we will ensure there are regular opportunities for House competitions in various fields such as sport etc that allow for a competitive edge to achievement. This will encourage a positive collective identity.

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

We have plans to offer the following to parents and the wider community:

- English lessons for our parents who do not have English language.
- Community use of the labs and workshops during the day when they are not being used – afternoon sessions for the labs. We are talking to the Bishopsgate Institute about this as they are a well established adult education provider.
- Science Summer School for pupils from other local schools to use our facilities
- Revision centres
- Public Lectures for other schools in the area to come to.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.
If your school is new provision:

- 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. $D = (B/A) \times 100$.
- If your school is an existing independent school applying to become a Free School:
- In **column A** please provide the proposed number of places in each year group.
 - In **column B** please provide the number of children already on roll at your school.
 - In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
 - In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	66		55%	120	67		56%
Year 8					120	66		55%
Year 9								
Year 10								
Year 11								
Year 12					70	49		66%
Year 13								
Totals	120	66		55%	310	182		58%

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

E1 Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

Summary of Evidence 18/02/2012

Criteria	Year 3 or Younger	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Totals
All	91	81	82	8	3	3	7	53	3	331
"first choice"	55	66	67	6	3	2	7	48	3	257
"one of our choices"	26	9	7	1	0	0	0	3	0	46
"more information"	10	6	8	1	0	1	0	2	0	28
	91	81	82	8	3	3	7	53	3	
"first choice" & First Two Years Cohort		66	67					48		181

This means we have

Year 4 parents - 55% of our 2nd Year 7 entry

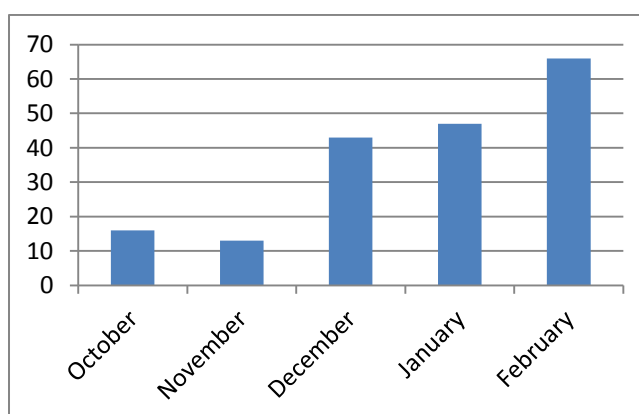
Year 5 parents – 56% of our 1st Year 7 entry

Year 10 parents / pupils – 69% of our 1st Year 12 entry

Overall, we are at 58% of our first two years intake to run the school as planned.

Canvassing Progress:

The graph opposite shows our progress with “first choice” sign ups. We are now making fast progress and accelerating the rate of sign ups. February looks like reaching sixty new supporters for the school.



Even at the rate we were at in December and January – 45 “first choice” endorsements a month – we will hit 100% of our first two years cohort signed up by mid-June. Our team of canvassers are committed to making this school

a reality and will definitely continue to pursue this aim with the same fervour over the next few months.

November and the change in the DfE criteria:

We have included data for “one of our choices” from the surveys as these reflect the fact that the criteria for judging demand changed in November. We had originally accepted the first two responses as a valid expression of support. This meant that we lost some of our original support according to the new criteria.

These If I include these parents in our figures we would be looking at the following numbers:

"one of our choices" before criteria change	0	9	7	1	0	0	0	3	0	20
New Totals		75	74					51		200

This would put us on 65% overall compared with 58% at present with the sixth form on 73% rather than 69% at present.

Year 3 or Younger:

It should also be noted that we have amassed a sizeable number of parents of children younger than Year 4 who have put us as “first choice” – 55 to date. Whilst we know these figures do not count directly for the application, have demonstrated our ability to build up support with an even wider group of potential supporters of the school.

Our Canvassing Strategy:

Our strategy has from the start been to build the case for the East London Science School in the community it will serve. We have done this by taking our campaign to the streets of East London.

East London Science School Flyer:



Everyone we meet is given a copy of the flyer displayed above and we explain that we are canvassing support for the East London Science School a new 11-18 Free School to be sited in the Tower Hamlets / Newham area. We stress our emphasis on a good academic science education for every child irrespective of background or ability (separate sciences from Year 7 – 11) and the intention of helping students study science at Russell Group Universities. They are asked to support our application for the school by providing the DfE with evidence of parental demand for this school to open. We then take them through the questionnaire below.

Canvassing with our stall and banner:

We have a highly visible presence on the street canvassing on Saturday morning when parents have a chance to get out to the shops. We are very conscious of avoiding the bad impression of Free Schools in some parts of the media and want there to be no doubt about what we are asking people to do.

We canvass in predominantly working class areas as we want to attract parents who would not normally be associated with an academic school and challenge the pre-conception that this kind of education is just for middle class children and parents.

We canvassed outside the **East London Mosque** in the middle of the Eid Celebrations in November as thousands of worshippers emerged and we were warmly received signing up several parents.

We have deliberately canvassed at [REDACTED] on two occasions very successfully as this is one of the poorest areas in Tower Hamlets being predominantly Bangladeshi, often with parents who can't speak English. By canvassing on the street in this way we have met local school governors and volunteers who pride themselves in helping in their own communities. This has given us credible links with the community which we are steadily building up.

Other predominantly working class areas we have canvassed are:

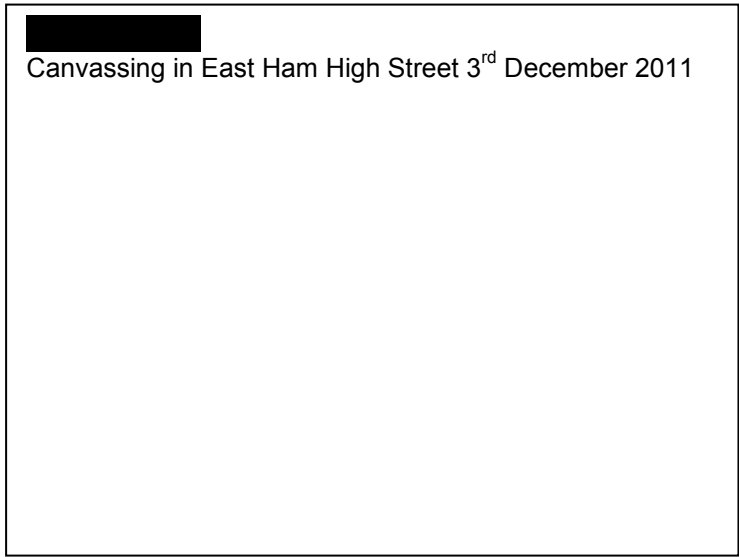
[REDACTED], **Bethnal Green**
[REDACTED], [REDACTED] (3 times)

We have also canvassed at **Stratford Tube Station** three times and

[REDACTED] [REDACTED]

These are some of the most deprived areas in London.

We are very proud of the fact that we are building the campaign for this school in the community it will serve.



We have given away lots of our badges to the children of parents who sign up which has the name of the school emblazoned upon it with our very distinctive logo.

Map of First Choice Parents:



The map above shows our “first choice” parents location by postcode. They are superimposed over the Tower Hamlets and Newham borough Lower Super Output Area boundaries showing the Indices of Multiple Deprivation statistics colour coded so that darker is a higher index of deprivation. The darkest colour represents the 5% most deprived wards in the country. Spitalfields and Banglatown in Tower Hamlets and Canning Town North in Newham are in 405th and 423 places respectively according to 2010 IMD. It is fairly clear to see that our “first choice” parents come from predominantly deprived areas within the both boroughs.

Postcode Data:

1	E2	[REDACTED]	41	E1	[REDACTED]	81	E1	[REDACTED]	121	E1	[REDACTED]	161	E11	[REDACTED]
2	E1	[REDACTED]	42	E1	[REDACTED]	82	E1	[REDACTED]	122	E1	[REDACTED]	162	E3	[REDACTED]
3	E14	[REDACTED]	43	E2	[REDACTED]	83	E1	[REDACTED]	123	E3	[REDACTED]	163	E13	[REDACTED]
4	E3	[REDACTED]	44	E2	[REDACTED]	84	N16	[REDACTED]	124	E3	[REDACTED]	164	E13	[REDACTED]
5	E3	[REDACTED]	45	E2	[REDACTED]	85	E14	[REDACTED]	125	E14	[REDACTED]	165	E15	[REDACTED]
6	E1W	[REDACTED]	46	E2	[REDACTED]	86	E14	[REDACTED]	126	E3	[REDACTED]	166	E12	[REDACTED]
7	E14	[REDACTED]	47	E1	[REDACTED]	87	E7	[REDACTED]	127	IG2	[REDACTED]	167	E12	[REDACTED]
8	E1	[REDACTED]	48	RM17	[REDACTED]	88	E6	[REDACTED]	128	E6	[REDACTED]	168	E12	[REDACTED]
9	E3	[REDACTED]	49	RM17	[REDACTED]	89	E6	[REDACTED]	129	E1	[REDACTED]	169	E3	[REDACTED]

10	E3		50	RM17		90	E3		130	E2		170	E1	
11	E1		51	E2		91	E7		131	E14		171	E13	
12	E1		52	E2		92	E6		132	E1		172	CR7	
13	E1		53	E2		93	E6		133	E1		173	E16	
14	E15		54	E1		94	E6		134	E16		174	E14	
15	E15		55	E14		95	E3		135	DH8		175	E15	
16	SG5		56	E3		96	E3		136	E13		176	E12	
17	E6		57	E14		97	E3		137	E16		177	E3	
18	E6		58	E14		98	E3		138	E10		178	E13	
19	E6		59	E14		99	E3		139	E10		179	E15	
20	E6		60	E6		100	E3		140	E9		180	E15	
21	IG1		61	E7		101	E14		141	E9		181	E15	
22	IG1		62	E16		102	E3		142	E6				
23	E13		63	E16		103	E3		143	DA5				
24	E6		64	E10		104	E14		144	E10				
25	E13		65	E3		105	E14		145	E13				
26	E12		66	E2		106	E3		146	E13				
27	E6		67	E14		107	E3		147	E13				
28	E6		68	E3		108	E3		148	E6				
29	E6		69	E3		109	DA12		149	IG3				
30	E6		70	E2		110	E2		150	RM6				
31	E16		71	E2		111	E2		151	E15				
32	E12		72	E3		112	E1		152	E16				
33	E6		73	E2		113	DA12		153	E3				
34	E14		74	E2		114	WD23		154	E13				
35	E14		75	E2		115	E2		155	E13				
36	E1		76	E2		116	E2		156	E3				
37	E1		77	E3		117	E2		157	E13				
38	E1		78	E1		118	E2		158	E13				
39	E1		79	N1		119	E3		159	EC2Y				
40	E1		80	E1		120	E13		160	E17				

NOTE: Where there are repeat entries it means there is more than one valid child at that address i.e. a Year 4 and a Year 10 pupil.

Canvassing for Support:

Street Markets:

We have canvassed on the street across Tower Hamlets and Newham. The list of venues below is current as of 11/02/2012:

[REDACTED], [REDACTED], [REDACTED], [REDACTED],

These have by far been our most successful and enjoyable means of meeting and signing parents up to the school. We currently use a stall with our banner prominently displayed along with our leaflets and canvassing questionnaire both of which are included in the appendices.

We changed our form when the advice changed to asking for "first choice parents" so that this choice was highlighted for our canvassers and parents.

In our latest outing in Stratford we signed up 30 first choice parents and met a lot of people interested in helping us out. One parent took away a handful of forms to sign up parents on her own street.

Primary Schools:

We have sent a team out to primary schools between 8:30 and 9:15am to canvass parents as they drop their children off at the school gates. This has been very effective in meeting parents who want to get involved – [REDACTED] a [REDACTED] was met outside the school gates of Chisenhale Primary School. [REDACTED] has since canvassed with us on the street and has canvassed his own area door to door. We have canvassed the following primary schools as of 11/02/2012:

Bonner School, Chisenhale Primary School, Gatehouse School, Columbia Road School, Olga School and Globe Primary School

[REDACTED] and [REDACTED] carried out all of these sessions and intend to continue to canvass other local primary schools for us as we continue.

Our Website - [REDACTED]

The website has become more effective at collecting interest since Christmas. We have had considerable interest in the site as indicated by visitors to the site especially after we have been published in the press. However, it rarely attracts people to sign up “first choice” unless they have already met us. It has attracted people who already knew us through Facebook and Twitter to sign up. It is very useful for our contacts to follow us up after they have met us on the street.

The online survey mirrors the survey forms we use on the street.

Local Press:

We have had positive press in the East [REDACTED]

London Advertiser, Newham Recorder and the Docklands papers. The

[REDACTED] on the East London Advertiser responsible for the last piece – [REDACTED] - is very keen to follow our story.

National Media:

[REDACTED] the [REDACTED] gave a 15 minute talk as part of the BBC Radio 4 Four Thought series. This produced several contacts for the school including a meeting with [REDACTED], who offered to help us find a temporary site at the Royal Docks.

[REDACTED] have a good relationship with [REDACTED] on the Sunday Times and we are waiting for an opportunity to publish something about the school.

Social Media:

[REDACTED], the [REDACTED] on [REDACTED].

The school now has a presence on Twitter [REDACTED] which has a reasonable following of 60 followers including quite a few educationalists. We have also created a Facebook page for the school which has 59 people who like it. [REDACTED] signed up one parent who is now campaigning for us from the Facebook page and also met another prospective governor by contact through the site who lives in the local area.

E2 Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range

of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

A Science School for everyone:

Science is immediately attractive to a wide range of parents and pupils because of its importance to the economy as well as being very much in favour at the moment in the public arena with the attention being paid to CERN and biotechnology. We have two leading scientists from both fields supporting our cause. The enthusiasm for a good science education cuts across cultural barriers and in fact suits the professional aspirations of many parents for their children. We are looking to foster links with Universities and Scientific Institutions to further enhance our offer. [REDACTED] am pursuing the Wellcome Trust and [REDACTED] have already set up a meeting with [REDACTED] ([REDACTED] amongst other accolades) in January to see if we can work together.

A Careers Service built on local relationships and national ambitions:

We are very conscious of the need to cater for those pupils who do not want to pursue an academic education beyond sixteen or wish to find a vocational route post A-level. We are determined to develop a careers service targeted at local industries and businesses especially working with pupils to get them started on the path to a trade if that is what they wish to do. As part of our offer, we will put together a body with representatives from local businesses who can advise us how best to prepare young people for work in their industries and also to show them how well we prepare the pupils academically so that they have a genuine level of trust with us about our pupils abilities and potential so that we can help find them a starting point in a career. The intention is to talk to the CBI and other national business bodies in order to get the best advice we can in starting up our service.

It is crucial that we don't just shut the door on our pupils once the examinations are over. This is a great failing of schools at present.

A Future Orientated Technical Education with Computer Science at its heart:

We want to re-orientate the direction that technology has taken within the curriculum. In line with our careers service above we want to give pupils a sense of a craft – woodwork / metalwork etc which are the foundations of many trades.

We also want to get ICT away from generic computer skills to teaching programming to every child from Year 7. In this way we can address the blight in well educated computer scientists and programmers in this country. There are plenty of computer companies in and around East London who we could potentially link up with in developing this area of the curriculum. Again this is very important in the jobs market as well as being the real foundation of understanding a very important field of knowledge for most people in science and beyond.

Primary Schools links – building relationships:

Gatehouse School – Bethnal Green

The Gatehouse School is an Independent fee paying school taking pupils from nursery up to Year 6. It is extremely popular in the area. The

██████████, ██████████ spoke to ██████████, the ██████████ in December and took a large number of our leaflets which she mailed out to parents in Year 4 and 5 for us. She is very supportive and wants to allow us into the school to speak to parents once we get through the application/interview stage. She is keen for us to put on a taster science class for the pupils, which is very exciting.

Prior Weston Primary School – City of London

One of our parents who signed up via the internet and lives in the Barbican is organising a parents meeting for us to attend as soon as we get the application submitted. He knows many parents who are making a decision to either find a school or leave London. This is symptomatic of many professionals who do not have the money to afford the private education on offer but aspire for something academic for their children.

Olga Primary School – Bethnal Green

We know the Deputy Head at this school who is very sympathetic and has offered to get us to speak to the governing body. We are waiting until we get through the application stage before pursuing this. Olga is a very nice school with a mixed intake of aspirant parents and pupils.

Chisenhale Primary School

We have recruited our first company director / governor by canvassing this school. His ██████████ has not had an easy path through education and he himself felt that he struggled through his own schooling so wants to come on board with us to make sure we cater for pupils of all abilities and background but give them all a good education rather than letting them slide. He has already canvassed his own local area and has spoken to the ██████████ about organising a meeting in the near future. We have just recruited another activist parent from the same school whom we met independently and we are planning to team up to push home our message in the area.

We have also just been approached by a governor at a local primary school in Stratford who is very keen to work with us. He also works a local special school as a volunteer.

██████████
One of our supporters is organising an awareness raising event for the school at Shoreditch House, a prestigious venue opposite ██████████ and ██████████. This will give us a lot more media profile as the venue is frequented by the media crowd. Our supporter and potential governor is herself a ██████████.

Local Authority Discussion – NEED for places / details about need for more places locally:

We have a meeting scheduled for the March 9th with ██████████, ██████████ and ██████████, ██████████. This is a very positive start to our relationship with the LA. We are also planning to speak to Tower Hamlets in the near future once we have spoken to Newham.

We have learnt that secondary school places don't seem to be under much pressure in either Newham or Tower Hamlets. However, primary schools are finding it hard to cope with numbers and there is a big rise in demand pushing through. This will inevitably lead to a demand for more secondary places in the future. It is also true that many parents just leave the boroughs rather than send their children to local schools. This is of course harder to substantiate numerically.

It also seems as if there has been a shortage of places at sixth form but we recognise that The London Academy of Excellence is planned to open in 2012 but we see ourselves filling a different market given the stringent entrance requirements they are adopting. We are trying to work with the pupils who have not had a proper academic education already and so will have a lot more to prove when they join us in the first few years.

Wider Community Use:

The Physics Factory:

We want to promote the school as an innovative teaching school. [REDACTED] want to work with professionals in teacher education and beyond to develop a range of teacher training courses. [REDACTED] am already in contact with [REDACTED] at Derby University and [REDACTED] at the Institute of Education who are both very keen to work with us. Given our range of friends in science and science education we can draw on a huge amount of expertise to put together a first rate experience for new teachers.

This model has been developed by my colleagues at The Physics Factory in Birmingham. This is something we emulate setting up our own Physics Factory to operate as a hub in East London alongside the other initiatives on offer. The Physics Factory is currently putting a bid forward for funding to expand nationally and our school would be a key component of that work in the next three years and beyond. The [REDACTED], [REDACTED] is a [REDACTED] of the project.

Science Outreach:

We have discussed with Canary Wharf plc the possibility of helping to fund science classes for pupils from other schools in Tower Hamlets and Newham during the summer. If we manage to acquire the facilities we want to educate our own pupils, we are more than willing to make them available in our spare time to other pupils. This is part of our ethos of promoting science across East London. We will also provide revision classes during the February and Easter holidays.

Lecture Programme:

We are working on a lecture programme for our pupils which we will make open to the wider school community in East London. The Lead Proposer has specialised in big events with prominent speakers such as Brian Cox and Brian Foster. These events are stimulating for both pupils and teachers.

Debating Matters:

We have agreed with the Institute of Ideas that we can act as a hub for their work in expanding this sixth form debating competition across East London. Currently East London has few schools taking part in the competition so there is a lot of room for expansion. We will offer to train teachers and students in the art of debating and public speaking which is becoming a very desirable outcome for schools. In particular, the style of Debating Matters is less formal than parliamentary debating and relies much more on student's ability to hold their own under cross-examination. The [REDACTED], [REDACTED] was the originator of the format of the competition and is very experienced at student debate having organised a successful debating society for ten years. This kind of experience has helped propel many of his students onto to top universities and beyond. An ex-alumnus is now helping with this application as a legal adviser.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

Capacity and Capability

F1 Show how you will access appropriate and sufficient educational expertise to deliver your vision.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted] (potential)

[Redacted]

[Redacted]

F2 Show how you will access appropriate and sufficient financial expertise to manage your school budget.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Additional Financial Advice

We have access to two schools teams going forwards which we can draw on for advice in respective of the financial aspect of running the project. The [REDACTED], [REDACTED] has been very helpful up to this moment and is happy to give us advice.

We also have contact with the Trust running Pimlico Academy School in London. We have an offer of further help as we go forwards.

However, we do need to add to this proper accounting expertise and we will have to seek pro-bono support. At the moment we are talking to [REDACTED] the [REDACTED] who has offered to look at our accounts.

F3 Show how you will access other relevant expertise to manage the opening and operation of your school.

[REDACTED] - [REDACTED]

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED] - [REDACTED].

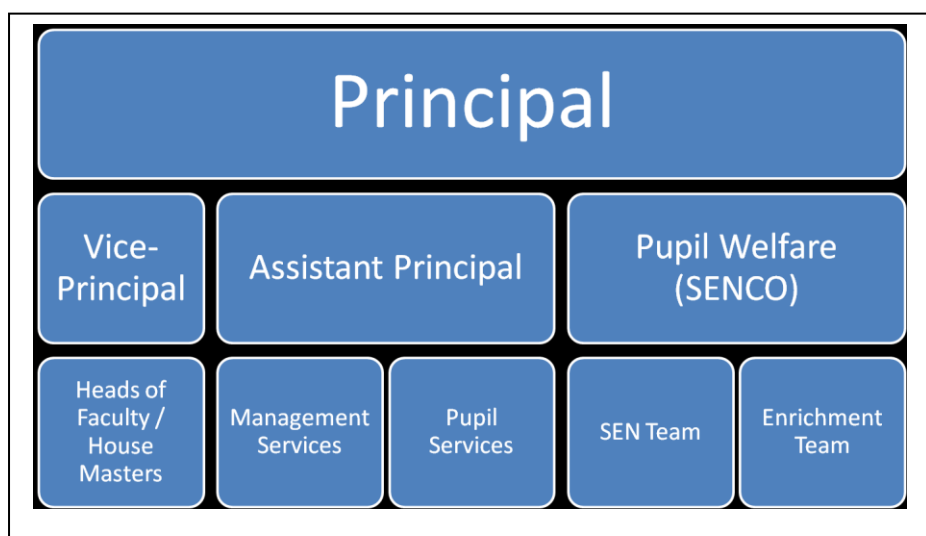
[REDACTED].

[REDACTED] - [REDACTED].

We will need to find a project manager for the site once we have determined where we are going to open the school. We will also need marketing advice going forward although [REDACTED] and [REDACTED] have done this up to now.

F4. Staffing Structure

Leadership Structure

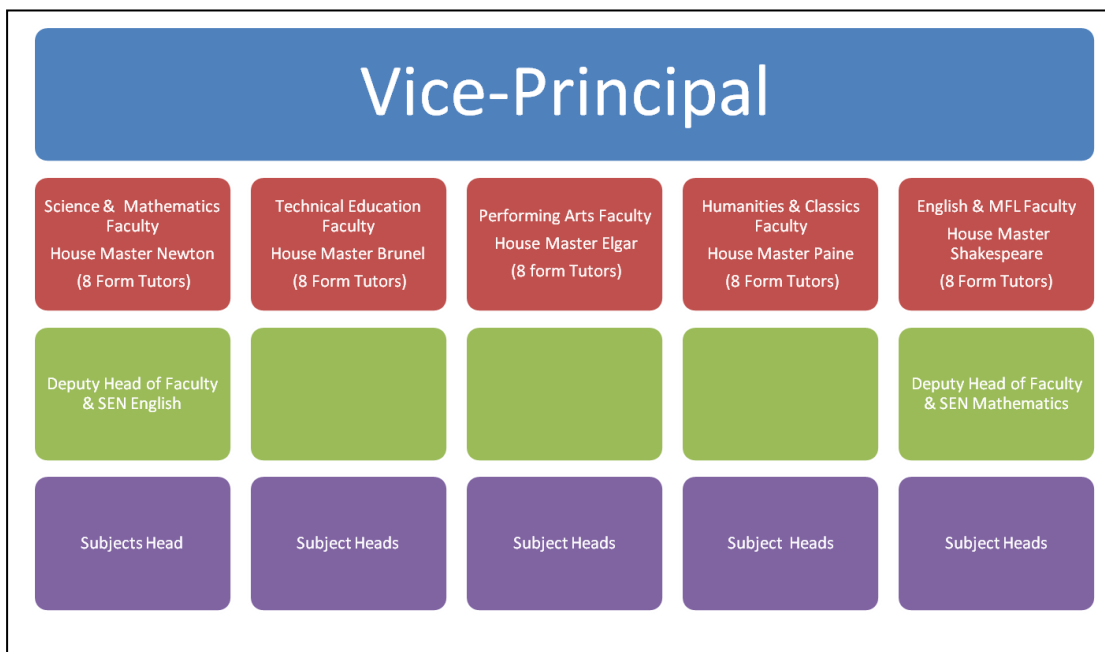


The **Vice-Principal** is 2nd in command and would deputise for the Principal if he is absent. He line manages the academic and pastoral system through the Faculty Heads / House Masters. The Vice-Principal is responsible for teaching and learning and academic achievement. He will oversee the staff accountability process by running the performance review of all teaching staff through the Heads of Faculty.

The **Assistant Principal** runs the business side of the school and works with the Principal in making strategic decisions relating to the budget and long term planning for the school. The Assistant Principle will be responsible for marketing and admissions and deal with promotion of the school to parents and reporting back to the governing body the progress the school is making with regard to our targets. All the IT administration systems will go through the Assistant Principle – attendance and reporting as well as pupil tracking.

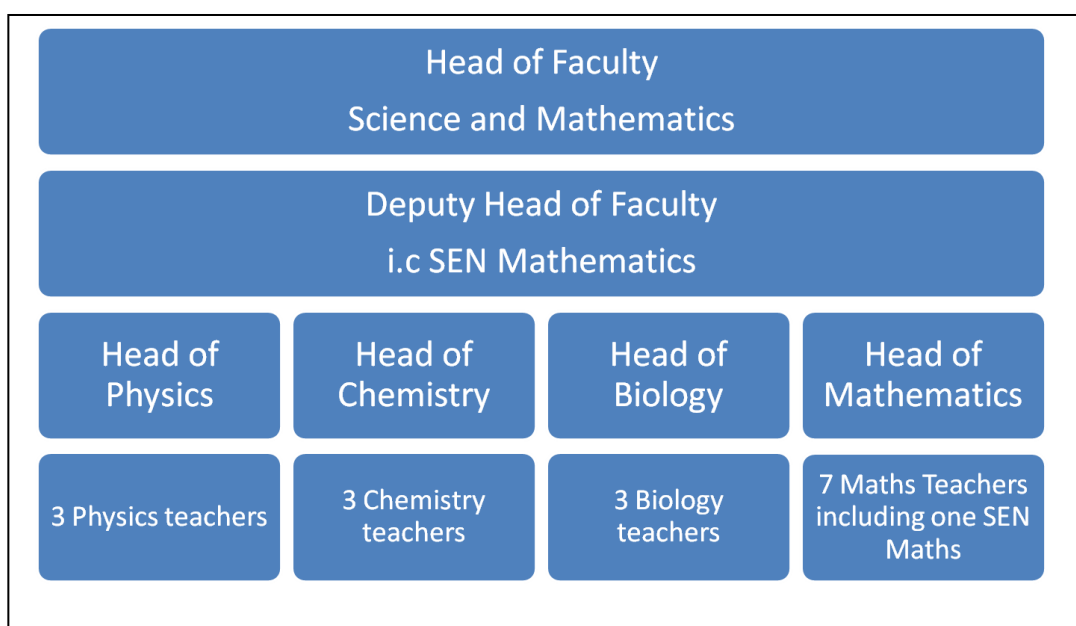
Pupil Welfare (SENCO) has the overall responsibility for all aspects of pupil welfare including SEN, G&T and behaviour. He will take responsibility for dealing with statemented pupils, School Action Plus and School Action including managing our register of pupil needs and working with outside agencies to ensure pupils' needs are met. He will be responsible for training our staff according to the needs of our pupils and managing our Teaching Assistants and working with the Education Psychologist who will visit the school to deal with statementing requests and therapy sessions for pupils. He will also manage the visits and prep supervisors.

Academic Management Structure



The Vice-Principal will directly manage the five Faculty Heads / House Masters. The English & MFL Faculty and the Science & Mathematics Faculty will have a Deputy Head of Faculty who will manage the SEN work for English and Mathematics respectively. This will play an important role in the day to day organisation of the school as the needs of pupils will need to be addressed by organising intervention in the afternoon sessions. Below the Deputy Head of Faculty are the subject heads. Their job is to run the academic work of the subject and be responsible for managing their team of staff. They would report to the Head of Faculty by may be asked to work with the Deputy Head of Faculty on particular issues such as staff appraisal.

Science and Mathematics Faculty



The structure of each Faculty is straight forward. The teachers report to their subject heads and the subject heads report to the head of faculty. In the case of English and Mathematics, the Deputy Head of Faculty will take some of the responsibility for managing the department for instance doing the appraisal of three or four staff.

Building up the staff over time

First Year of Opening

In the first year of opening we will save costs by making sure the senior staff teach.

The Principal will cover the Physics – [REDACTED] – and Ethics – [REDACTED]. This will mean 10 hours of teaching a week.

The Vice-Principal will cover Religious Studies and History in the first year giving him 15 hours of teaching a week.

We will also hire in Music, Art and Classics teachers rather than employ them ourselves.

The Mathematics and English departments will cover the majority of SEN work in the afternoon sessions.

We will cut our administration staff back to a bare minimum not employing the Assistant Principal for two years and asking the administration clerk to double up as our receptionist.

Teaching staff will have to cover the afternoon Prep sessions in the first year as well as staff the visits programme. The supervisors will be employed from 2014/2015.

Second Year Onwards

Both the Vice-Principal and Principal will teach the Ethics program to Year 7 & 8. This will give both of our senior leadership team the chance to get to know all the new pupils as they come into the school as well as being a signature part of the schools curriculum.

We will use sports coaches to deliver part of the PE curriculum from 2014/2015 to 2017/2018.

Faculty Heads are only employed as each new intake arrives. Where possible we will employ a mix of new and experienced staff.

Both the premises and technician staff are staggered so that they are only employed when needed.

Full academic Staff 2019/2020

Staffing Model 2019/2020 - Full Capacity

Role	Staff	Salary Scale	responsibility role
Physics	P1	main	
	P2	main	
	P3	TLR2	subject head
	P4	NQT	
Chemistry	C1	main	

	C2	main	
	C3	TLR2	subject head
	C4	NQT	
Biology	B1	main	
	B2	main	
	B3	TLR2	subject head
	B4	NQT	
Mathematics	M1	L18	Faculty Head
SEN M	M2	TLR1	deputy head of faculty & SEN English
SEN M	M3	main	
	M4	main	
	M5	NQT	
	M6	main	
	M7	main	
	M8	TLR2	subject head
	M9	NQT	
	M10	main	
English	E1	L18	Faculty Head
SEN E	E2	TLR1	deputy head of faculty & SEN English
SEN E	E3	main	
	E4	NQT	
	E5	main	
	E6	main	
	E7	NQT	
History	H1	main	
	H2	L18	Faculty Head
	H3	NQT	
	H4	TLR2	subject head
Geography	G1	NQT	
	G2	TLR2	ic Geog
	G3	main	
French	F1	main	
	F2	main	
	F3	NQT	
	F4	TLR2	subject head
	F5	main	
Religious Studies	R1	NQT	
Classics	C1	TLR2	ic classics
	C2	main	
Ethics	EC1		vice-principal & principal deliver this - contact with all younger pupils
Music	M1	NQT	
	M2	TLR2	ic music
Art	A1	NQT	
	A2	TLR2	ic art
Technology/Computer	T1	L18	Faculty Head

Science			
Technology/Computer			
Science	T4	main	
Technology/Computer			
Science	T5	main	
Electronics	T2	NQT	
Electronics	T6	TLR2	subject head
Materials	T3	main	
PE	PE1	NQT	
	PE2	L18	Faculty Head
	PE3	main	
SEN Behaviour	PE4	TLR2	SEN Behaviour
SEN Behaviour	PE5	main	
Economics	EM1	main	

Full non-teaching Staff 2019/2020

Assistant Principal
 Chief technician (science)
 Science technician
 Science technician
 Workshop Technician
 Workshop Tech 2
 Workshop Tech 3
 IT support ic
 IT support 2
 IT support 2
 Finance Officer
 Finance Manger
 Human Resources
 Pupil Services
 Premises Manager
 Premises
 Premises
 Premises
 Management Services
 PA
 Reception
 Administrators
 Administrators
 Library
 Library
 Prep Coordinator
 Prep supervisors
 Prep supervisors

Prep supervisors
Prep supervisors
Prep supervisors
Prep supervisors
Prep supervisors
Prep supervisors
Prep supervisors
Visits and activities coordinator
Visits and activities supervisors
Visits and activities supervisors
Visits and activities supervisors
Visits and activities supervisors
Community and charities
coordinator
Pupil Welfare (SENCO)
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



Recruitment

New staff will be recruited by the Principal Designate and the proposed vice-principal based on the observation of teachers at their place of work and through interview and presentations where they are asked to clearly explain how they will convey the vision of the school in their position.

Four of our team have experience with interview and recruitment in different fields of work from PR to education. The company directors will draw up a recruitment strategy in the run up to opening.

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

Company members will appoint the governors in pre-opening to fulfil the requirements of managing the opening of the school.

The governing body once appointed on opening will oversee the policy decisions of the school and hold the management through the principal accountable to the performance of the school.

The nature of this relationship will be drawn up by the company directors with the principal designate in the run up to opening.

Section G: Initial costs and financial viability

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Initial Discussions on Finding a Site

██████████ and ██████████ met with ██████████ in August and gave me some very good advice about who to contact and pointed me very definitively towards the ██████████.

██████████
I had a very useful meeting with ██████████ and ██████████ who were very helpful and offered a lot of advice on the potential pitfalls of taking over different kinds of sites. They were also helpful in giving me a basic understanding of BB98 and the -15% criteria in operation for Free Schools. We also discussed innovative solutions to using sites with little or no ground space and basic ideas for classroom design.

██████████ had a meeting with ██████████, ██████████ at the ██████████. ██████████ put me in the loop with the bidding process that is ongoing at the moment. There are ██████████ bidders for the entire ██████████ going forward in March to a selection process so that the top three will be selected by June. We are being offered the chance to put forward the school to all ██████████ bidders in March as a project to add to their own bids. I am going to work with ██████████ to produce a short briefing about the school for potential bidders.

██████████ **Legacy Company**
and ██████████ met with ██████████, ██████████, and two of his colleagues to discuss the potential for situating the school on the ██████████. This was a very positive meeting. There are several options open to us. The simplest of these is to lease a temporary site for anything up to ten years on a part of the site that will not be developed until 2020 and beyond. There is a long term plan for a new secondary school to service the development in the future. Also the school already on the site ██████████ and as such is a perfect counter to our own offer of Science and Technology. It is also likely that ██████████ will recruit primarily from the East Village especially for the younger age group. For us recruiting from the existing residents in Newham and Tower Hamlets would be a priority especially if we are established before the new housing is brought on stream in the other parts of the ██████████ for instance.

██████████ also drew our attention to ██████████ who are hoping to move into a site on the park relatively quickly and maybe looking for a partner for their site. We are hoping to discuss this relatively quickly as we progress and see if there is scope to work together.

There is no doubt that a position in the [REDACTED] is our preferred site for a variety of reasons, most importantly its transport hub and access to central London which is an important facet of the education we wish to offer pupils.

London Mayor's Office

We have met with [REDACTED], the [REDACTED]. She has discussed the potential for working with the [REDACTED] on finding a site and has helped us with our initial discussions with on the [REDACTED].

Survey of the area

Our own survey of the area – several of us are residents in Tower Hamlets – has given us a list of potential but as yet uncertain sites. We are discussing these with the [REDACTED] to check for viability where they have information about the sites.

Our Site Requirements:

We have done a rough calculation based on BB98 supplied by [REDACTED] which would give us a working estimate of the area of site we are looking for.

- 600 at 8.75 = 5250 square metres
- 400 sixth form at 12.33 = 4932 square metres
- Total 600/400 = 10182 square metres

Based on BB98 – 15%

This is not worked through and is non-specific to our offer but is a rule of thumb as a guide to acquiring a site. Further work would be done on this specific to our site once we have passed the initial application stages.

Proposed sites:

1. [REDACTED] [REDACTED] nearest at present ([REDACTED])

As outlined above we have started talks with the [REDACTED] about the feasibility of making use of the site. We are very optimistic we can make a good case for at least a temporary site in the first instance and potentially take on the second secondary school required for the proposed development over the next ten years.

We have structured the school curriculum and timetable around the option to take the pupils out of the school and into central London on a regular basis. We want to use London as our classroom and make the most of the perhaps the greatest city of Earth. To do this we need to be connected to central London easily so that we can reduce the time travelling. Being within at most 15 minutes walking distance of Stratford Tube and DLR stations is ideal and would make our desired aim of making the most of London a reality as we can be in central London in 21minutes - Oxford Circus - and so giving us two hours plus to use a

venue without unduly keeping the pupils off site for too long past the normal school hours.

There are several other advantages to us of using the site including the [REDACTED] in January 2011. This is an urban study centre which would give our pupils the chance to make use of the natural surroundings in the best possible way to further their education.

There is also going to be a development business development based around the media centre with a focus on hi-tech industries. This is a natural fit for us in terms of our educational offer and potential job markets for our pupils.

2. [REDACTED]

The [REDACTED] is put up for development by the [REDACTED]. This means there is the opportunity to go into the site alongside the successful bidder for the site if they would like to bring us on board as part of their bid. We have been given the opportunity to put a briefing document to all seven bidders in this process as they go forward to be short listed in March.

The site has many advantages for us in terms of transportation – the DLR has three stops along the northern part of the site. Also the plans are to develop the site in terms of science and hi-tech industries for instance Siemens are planning an environmental science park and we would be a natural fit to this picture of development.

The disadvantages for us are that the distance to central London is considerably increased with journey times of 38 minutes plus from Royal Albert DLR to Oxford Circus. This is still possible and so makes our curriculum offer workable but it cuts down on the time out if we are to return before the end of the day with trips and outings.

This site would require a new build school or temporary accommodation in the first instance on the site.

3. [REDACTED]

[REDACTED], [REDACTED], Bethnal Green, [REDACTED] (difficult to check postcode)

Title deed search reveals the owners as “ [REDACTED] ” which means it has been targeted for housing.

The valuation of the site was [REDACTED] at the time of purchase.

The site is a large old hospital that has been derelict since 1996. The site is 0.64 hectares or 6400 sq m.

We are unaware of whether it is possible to transfer the site across for use as a school and have asked the Partnership for Schools to look at the site as a potential school but as yet have heard nothing back.

The site is close to good transport links and has access to [REDACTED] – opposite on [REDACTED] and is [REDACTED] from Victoria Park and about 10/12 minutes walk from Shoreditch Tube station or 17/20 minutes walk from Liverpool Street Tube Station or a 10 minute bus ride to Old Street Tube Station.

The buildings are not particularly easy but there are different blocks which could be transformed into school classrooms without too much difficulty as there is one modern block within the site. We would have to ensure that we could offer high quality lab space in the refurbishment of the site.

This is the best site within Tower Hamlets that we have identified not least with its history as a hospital being something we could definitely use in our presentation of ourselves

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

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