



Reach Academy: Feltham

Free School Application

June 2011 for September 2012 opening



If this application is successful, Reach Academy Feltham will work tirelessly to achieve our vision and make our mission and intended outcomes a reality

Vision Our vision is that **all** children, regardless of background, benefit from a first class education and realise their full potential.

Mission To transform the lives of all of our students by providing them with the skills, convictions and academic qualifications to graduate successfully from university and live happy and fulfilled lives.

Intended outcomes

- **All** students educated at the Academy will have the opportunity to attend and graduate from university;
- **All** students achieve 3 A*-C grades at A-level;
- **All** students will achieve the English Baccalaureate with A*-B grades at GCSE;
- **All** students will complete Key Stage 3 with a level 7 in English, maths, science, French, geography and history;
- **All** students will complete Key Stage 2 with a level 5 in English, maths and science;
- **All** students will complete Key Stage 1 with a level 3 in English, maths and science;
- **All** students will complete reception with a level 8 on the Foundation Stage Profile;
- **All** students will develop a range of non-academic skills through a structured curriculum; and
- **All** students will emerge with a clear vision for their future and a plan to achieve that vision.



Reach Academy: Feltham

Executive summary

June 2011



Educational vision

The vision set out in this application is clearly focused on ensuring that the cycle of deprivation will be broken for the community that we serve and that all children will benefit from a first class education and realise their full potential. We intend to drive up standards in the Academy, setting highly ambitious goals for student progress and ultimate success, and will collaborate with neighbouring schools to ensure that outcomes locally improve as well.

The Academy will offer genuine choice for parents. The Reach Academy: Feltham will be structured differently: being the only Academy locally to be all-through, taking students from Reception right through to Key Stage 5; the only secondary Academy to be small, with only 60 students in each year. The curriculum, ethos and expectations will also be different: focused on developing the knowledge and skills needed to access a top University, with a culture of no excuses.

The Academy will provide both innovation and value for money. The innovation will come from the Academy's structure, curriculum and its approach to teaching, with a focus on training new entrants to the profession. The intention is to open additional schools, creating a chain that shares best practices and raises standards. The Academy is setting highly ambitious goals for student outcomes and will provide this at the same per student cost as any other maintained Academy, avoiding the diseconomies of scale that affect larger schools. Our approach to evaluation will be sophisticated and innovative and will lead to a self-sustaining and self-improving Academy with a focus on students and on their ultimate success at its heart.

Evaluation criteria – Educational vision

Criteria	Evidence
Clearly focused vision	<p>The vision sets out clearly what we aim to achieve in terms of student outcomes and the features of the Academy that will make these outcomes possible, namely:</p> <ul style="list-style-type: none">• All-through• Small• Revolutionised Curriculum• Creative Leadership• Transformational teaching• No Excuses



Driving up quality of provision and standards in own and local Schools	<p>We have set highly ambitious student outcomes with a headline goal that 100% of students have the opportunity to go to University and consequently, 100% achieve three good A levels and 100% achieve the English Baccalaureate at grade B or higher.</p> <p>We intend to collaborate with local schools from the start, sharing our curriculum approach, opening up our staff training and working closely with colleagues across Feltham.</p>
Greater parental choice	<p>The Academy will offer parents an education for their students not currently available anywhere in the borough. The Academy will be the only local Academy that is all-through, the only one that is small at secondary level, as well as offering a very different curriculum and an ethos grounded in high levels of achievement and no excuses for students achieving at high levels. The Academy will lead to greater parental choice.</p>
Greater innovation – range of providers and approaches	<p>The Academy will foster innovation in its structure – being all-through and small; in the approach to curriculum – backwards planning through all Key Stages from what students need to access a top University; in its approach to teaching – training new entrants to the profession with an innovation model borrowed from best practices across the globe.</p> <p>The intention is to open further schools, creating a chain that will ensure that best practices emerging from Reach Academy: Feltham in all the above areas can be brought to scale in other communities of high need.</p>
Value for money	<p>The Academy is setting highly ambitious goals for student outcomes and is seeking to work with a highly deprived community. We will achieve these outcomes at the same per student cost as any other maintained academy, leveraging synergies across the Academy and working in partnership with a range of institutions as laid out in our Capacity and Capability section.</p>



Self-sustaining and self-improving system relying far less on central government

At the heart of our work will be a highly evolved approach to evaluation which will consider both the short and long-term, students' academic outcomes and their broader life opportunities. The evaluation will drive Academy improvement and every adult in the Academy will be constantly seeking to learn and improve their practice.

The Academy will run totally independently, while seeking to build a range of partnerships, and will identify considerable savings and opportunities for further innovation from 2014 when we will consider applying to open two further Schools (if in London or three nationally).

Educational plan

This plan sets out in detail how we will run the Academy to accomplish the ambitious vision set out in the previous section. The plan reflects the vision, experience and expertise of the whole of our team and our commitment to creating a great school for the young people of Feltham.

Admissions

This section of the plan sets out clearly and in detail our admissions criteria, an over-subscription policy and our tie-break policy. We will have an admissions number of 60 students in Reception once we are at steady state, with an addition 60 students joining in Year 7 until the first Reception class comes through in 2020 and students move automatically from Year 6 into Year 7.

Our criteria meet all of the requirements of the Admissions Code. We include the process through which we will run admissions and an adjusted process for the Academy's first year owing to circumstance and timing.

Curriculum and organisation of learning

We set out our approach to designing the curriculum: backwards designing it taking A grade criteria in highly regarded A levels and GCSE examinations as a starting point. The plan sets out how this curriculum will contribute to our students having the choice to go to a top university.

Detailed progression plans for English and Maths give an indication of how learning will be organised across the Academy, with further detail of the other subjects that



will make up a broad and balanced curriculum, and the subjects to be taught at Key Stage 4 and 5.

The plan provides detail of how learning will be organised, notably the way assessment data will be used to inform and improve teaching and learning, and the innovative use of off-site learning and a Virtual Learning Environment to build skills and maximise learning time. We set out in detail how learning will be organised in each of the phases, with sample time-tables and curriculum maps for classes from Reception to Year 13. We also detail how the Academy day will be organised.

Finally, this section sets out how we will support students with special educational needs and how we will aim to become a centre of best practice in language and literacy difficulties, while meeting the needs of all students with SEN. We set out both the systems for supporting individuals, along with the Academy-wide structures that will help us to meet the needs of all of our students through mainstream lessons as much as possible.

Organisation of students

We set out how students will be organised within year groups and classes, for both learning and pastoral support. We propose to use a tutor group model, with two form groups in each year, along with 'families', a vertical structure to connect small groups of students together to collaborate and share experiences.

We detail how we will organise students for learning, noting that at times this will involve small group instruction and learning, at other times being whole year groups (60 students) or occasionally combining students across year groups to best meet learning objectives. It articulates our rationale for setting in some subjects and circumstances, and mixed ability teaching in others, along with the Academy's flexible approaches to structuring learning in the classroom.

Finally, we articulate our vision for student leadership and voice in the Academy, and the important role we intend students will play in the running of the Academy.

Student development and achievement

We set out our approach to evaluation and the targets to which we will be holding ourselves accountable. We flesh out the vision set out in the previous section with more detail on our measures of success and how we will measure them. The section includes an innovative plan for evaluating our progress using an external evaluator to conduct an ongoing theory based research project.



Behaviour and attendance

Having worked in urban complex schools, we are fully aware that our ability to accomplish this ambitious vision will depend in large part on our ability to build a compelling Academy culture, promote high standards of behaviour throughout the Academy, and have close to 100% attendance. This section sets out our plan to accomplish this: how we will instil a strong and achievement-focused ethos and culture grounded in our vision, mission and values and how we will set and maintain high expectations for all.

The plan details our approach to promoting high levels of attendance and the accountability systems to ensure that this approach is successful. It goes on to detail our strategy for ensuring that behaviour at the Academy is excellent, including the importance of strong relationships and the most critical responsibilities and accountabilities. The appendix includes draft attendance and behaviour policies, staff and students codes of conduct, Whatever it Takes Commitments for staff, students and parents, and a detailed classroom management approach which will be used throughout the Academy.

Evaluation criteria: educational plan

Criteria	Evidence
confirmed commitment to meeting the accountability requirements applicable to all state funded Schools, as set out in the model Free School Funding Agreement [REDACTED]	Throughout our plan, our commitment to self evaluation and constant improvement comes through. In the section on student development and achievement we set out in detail our approach to evaluation and the accountability measures that we are putting in place. Throughout other sections of the plan we set out how we will comply with all relevant legislation.
commitment that the Free School will adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained Schools [REDACTED]	Our plan for admissions is in accordance with the Admissions Code and reflects the structure (all-through) and the ethos of the Academy. We propose over-subscription criteria that will help us to meet our stated aim of serving the families and students with the highest need. We also set out the process we will use to ensure admissions to the Academy are fair.
A broad and balanced the curriculum which (a) promote the spiritual, moral, cultural, mental and physical development of students at the Academy and of society, and (b) prepare students at the Academy for the opportunities, responsibilities and experiences of later life.	The curriculum is grounded in the knowledge and skills that students will need to achieve the English Baccalaureate and three A-C grades at A level. We set out our approach to curriculum design – backwards planning – including examples of our progression plan for English and Maths, and demonstrate how we will blend



	depth (in literacy and numeracy) with breadth to prepare students to excel in humanities, sciences and modern foreign languages. We identify innovative strategies for preparing students for their later career.
A viable curriculum plan with appropriate focus on core areas of learning. For primary, this includes the core subjects of English, mathematics and science and will need to support student progression to secondary education. For secondary, this includes but is not limited to the core subjects of English, mathematics, science, and a regard for supporting young people to achieve the English Baccalaureate;	Our curriculum plan demonstrates that we are able to deliver the broad and balanced curriculum outlined above. It sets out how learning will be structured and designed throughout the Academy – from the Foundation Stage to Key Stage 5. We set out how we will organise students to ensure that all needs are met and how we will use assessment and data about student progress to drive learning.
a clear strategy for ensuring that the needs of students with different abilities are met;	The plan sets out how we will use setting and mixed ability teaching to ensure that all students' needs are met in different subjects and contexts. We set out a detailed, clear and strategic approach to supporting students with SEN, and a vision for our work with students with EAL.
a clear definition of success and how it will be measured;	The plan builds on the definition of success set out in the Educational Vision and sets out how it will be measured and how the data will be used to inform our evaluation and our continuous improvement cycle.
a sound approach to behaviour management and attendance;	In extensive detail we set out our vision for attendance and behaviour in the Academy, followed by a plan for accomplishing that vision with detailed information on the roles difference stakeholders will play.
fostering good community relations and promote active contribution to modern British society, in line with the Equality Act	Our section on community engagement sets out how the Academy will make a contribution to society, framed around our intention to 'think global and act local'. We identify businesses, community and other partners which we intend to collaborate with to support students learning in the Academy.



Evidence of demand and marketing

This section articulates the demand for The Reach Academy: Feltham in the community we wish to serve. We have had an overwhelmingly positive response to our engagement with the community, with 422 parents interested in sending their children to the Academy, including 70% of the total combined intake at Reception and Year 7 in the first two years that the Academy is opened. The feedback that prospective parents shared is reflected throughout this plan – parents want outstanding teachers, after-school activities and personalised support for their children, all of which we intend to offer. The evidence of demand in the community is clear, and is complemented by the demographic case for an Academy in this community. To be specific, we have collected 103 signatures of parents with children of the relevant age for our Primary intake for the next two years, which constitutes 86% enrolment in our first two years of operation. We have also collected 64 signatures of parents with children of the relevant age for enrolment at Secondary for the next two years, constituting 53%, of which we know to be higher as some of the 7 and 10 year olds are in the correct year at school (Year 4 or 5) to make them eligible to apply for a place at Reach Academy: Feltham in 2012/13 or 2013/14.

The bright yellow in the table below denotes the students who are in the correct age range to be eligible for a place at our Academy in 2012/13 and 2013/14. The light yellow denotes students who may be eligible depending on where their birthday falls in the year. For example some of the 10 year olds we spoke to were in Year 5 and would therefore be eligible for entry in 2012/13.

Age (in years)	Totalsignatures
<1	18
1	29
2	50
3	53
4	34
5	21
6	24
7	30
8	31
9	33
10	26
>10	73

We set out our plan for the statutory consultation, which we are well-positioned to undertake having already met with key stake-holders in the community, notably the Local Authority, with a robust plan in place for this consultation.



Our marketing strategy reflects the expertise of several members of our board. We intend to combine a grass-roots approach focused on personal contact with a sophisticated on-line campaign to raise awareness about the Academy in the community and provide all the information parents need to choose the Academy. We will build on the work we have already done to generate awareness by carefully managing and cultivating the contacts we have already made in the community. The strategy sets out our target audience, the key messages we will be sharing and the approaches that we will take.

Evaluation criteria: evidence of demand and marketing

Criteria	Evidence
Evidence of demand from parents with children of the relevant age equivalent to a minimum of 50% of enrolment in your first two years of operation	We have obtained much more than the minimum (50%) in each of the first two years of enrolment at both primary and secondary level. We also have many more parents with younger and older children that have signed up to support the Academy. See 'The results of our interaction with parents' section.
Confirmation from parents that they would select your Free School as one of their child's choices.	All parents were explicitly asked whether they would select our Academy as one of their child's choices and in every case they responded in the affirmative. See 'The results of our interaction with parents' section.

Comparative criteria: evidence of demand and marketing

Criteria	Evidence
Demonstrate how you intend to reach out to the wider community, including children from a range of backgrounds and faiths (if relevant) and across the ability spectrum, (independent Schools will need to demonstrate evidence of demand beyond their existing student and parent base);	We have demonstrated a detailed plan for reaching out to the whole community. See 'Our strategy for parental engagement' and 'Marketing Plan' section. We also have a clear plan for reaching 'hard-to-reach' families in the community. See 'Our strategy for engaging with families from deprived or disadvantaged backgrounds.'
A clear plan for the statutory consultation which must be undertaken by the applicants (should the application be approved), including consideration of how you might respond to feedback	We have a clear plan for the statutory consultation including consideration of how we might respond to feedback. See 'Consultation & Equality of Opportunity' section.
A robust marketing strategy built on your educational vision and plan, taking into account your proposed intake and the demand that you have already gathered	We have a detailed Marketing Strategy based on our educational vision and based on our experience of parental engagement thus far. See 'Our strategy for parental engagement,' 'Our strategy for engaging with families from deprived or disadvantaged families' and 'Marketing Strategy' sections.



Organisational capacity and capability

This section sets out in detail the educational, financial and other knowledge and skills of our team and our ability to open and run a highly effective Academy. It identifies the tasks to be carried out, outlines the core team and additional advisers, and sets out each person's role in the opening and running of the Academy. We note skill gaps in our current team and set out the process by which we will recruit support to address these gaps. Our team combines a drive and passion for the vision and mission of the Academy, with high levels of skills, expertise and experience in education and beyond.

We have identified a compelling [REDACTED], [REDACTED], and set out the personal and professional qualities and track record of success that have led us to invite him to be the Academy's first Principal. We have also identified the core of a strong governing body, which we intend to be lean and representative of the community. We set out our approach to financial oversight, which will be central to the role of both the Governing Body and the Academy Leadership Team.

A particular strength of our application is our ability to build a strong staff team. We set out our staffing structure when the Academy is at full capacity which is fully aligned with the Academy's Educational Vision and Educational Plan, as well as our plan to scale up from Year 1. We also set out a compelling plan for recruiting, selecting, training and managing staff at the Academy, which makes the most of our connections to the Teach First network, as well as our expertise in training and developing outstanding teachers.

Evaluation criteria: organisational capacity and capability

Criteria	Evidence
Company Limited by Guarantee established	This has been established and the Mem & Arts are attached in Appendix 6.1
Access to appropriate and sufficient educational and financial expertise	We have extensive expertise on our board and have set out our plans to add to that team where necessary. See section entitled 'Expertise' and 'Financial Oversight.'

Comparative criteria: organisational capacity and capability

Criteria	Evidence
The experience of the individuals involved in the project, and the time they will be able to commit to it, (where you are relying on external support, you will need a clear plan for accessing that support);	We have listed the experience of everyone involved and their commitment level, which is substantial. See section entitled 'Expertise' and 'Governance.'
An adequate staffing structure to deliver the planned curriculum, building up from year 1 to when the Academy is at full capacity. You will be asked to	We have included a comprehensive staffing plan, which we have cross-referenced with our planned curriculum and our financial



demonstrate the financial viability of this staffing plan later in the application form in Section 8: Initial costs and financial viability;	viability model to ensure that it is feasible. We are confident that this staffing model will enable us to realise the Academy's vision. See section entitled 'Leadership & Staffing.'
A robust and realistic set of plans for recruiting high quality staff and governors in accordance with your proposed staffing structure and educational plans	We have detailed our staff recruitment plans and have supplemented it with our staff training and accountability plans. We intend to use the Teach First network as well as other informal channels to supplement recruiting from the TES and other more traditional approaches. Our Governing Body composition, structure and plans for recruitment where necessary are clear. See section entitled 'Staff recruitment.'
Clear understanding of the respective roles of the Company, Governing Body and Principal Designate.	We have described our understanding of the respective roles of all those involved in running the Academy. See section entitled 'Governance' and 'Governing Body: Respective Roles.'

Premises

This section sets out a range of sites that we have identified as potentially suitable for the Academy. It details our preferred site, a three site Academy using [REDACTED], [REDACTED] and [REDACTED], which we believe would meet all of the key criteria, notably proximity to the community, area requirements, appropriate building type and landlord support. We also set out other possible options that we have identified locally.

The capital needs of our preferred site are just over [REDACTED], with [REDACTED] for premises and infrastructure, and [REDACTED] for refurbishment costs. These costs have not been negotiated and with the Academy's phased opening, would be spread over seven years. We anticipate that following negotiation, the capital needs could come down to [REDACTED].

Our group does not have resources to fund the capital costs of the Academy, although we have secured a great deal of pro bono support over the past months that we are confident will add great value to our premises plans.

Evaluation criteria: premises

Criteria	Evidence
For this section, there are no minimum criteria that must be met at the point of submitting your application; however, please note that if it proves impossible to identify a preferred feasible site by	We have identified our preferred premises plus additional reserve premises. In addition, we have a plan for phasing our occupation so that opening in 2012 is feasible. We have



mid-July 2011, it is highly unlikely we will be able to approve your application for opening in 2012, simply because of the time available to do whatever is necessary to prepare the site for the opening of the Academy.

taken advice from an architect and a chartered surveyor in building this plan.

Comparative criteria: premises

Criteria	Evidence
We will make an overall value for money and cost assessment of your preferred site options. Applications which are able to achieve the best value for money and best overall cost will naturally be prioritised for approval over those that do not.	Our plans offer excellent value for money for an Academy of this type and size. We have not negotiated, but believe there to be plenty of room for negotiating the premises costs down. We have suggested ways in which we will pursue best value for money in arranging the infrastructure of the Academy.

Financial viability

This section demonstrates that the Academy is financially viable in the long-term and provides good value for money, ensuring that the educational vision and plan are implemented at a reasonable cost, within per pupil funding.

This section includes four financial scenario templates, the first assumes the school is full with the predicted number of students on Free School Meals, with further templates setting out our approach if this is not the case, demonstrating how the school will be financed in these circumstances. The spreadsheet is complemented by a document, which sets out the approach we have taken to budgeting and how we intend to ensure value for money.

Evaluation criteria: Initial costs and financial viability

Criteria	Evidence
Demonstrate that the proposal to establish the Academy represents value for money in the use of public funding - any additional funding considered necessary e.g. staffing diseconomies, above that provided through the per student funding formula and any formulaic start-up funding, should be kept to the absolute essential items to provide a balanced budget whilst ensuring that the educational vision of the Academy can still be delivered	Our Academy offers excellent value for money. Not only have we ensured that the Academy runs based on the per pupil funding, but we have also considered means to offer both cost savings and income generation.
Demonstrate that the planned Academy will be financially sustainable once there is a cohort of students in each year (as an expectation, this means generating in year operating surpluses);	Our financial model is sustainable, generating an in year operating surplus once there is a full cohort in each year.



Comparative criteria: Initial costs and financial viability

Criteria	Evidence
Show that the planned Academy would be financially resilient to reductions in income caused by failure to recruit students to your best estimate recruitment pattern or failure to receive contributions from third party sources (where these are expected to be significant) - as a minimum, this means demonstrating that there is sufficient flexibility in the budget so that the Academy will be able to realistically change its expenditure to keep within reduced levels of income, without detriment to the delivery of the educational vision	We have modelled three key scenarios based around a reduction in numbers, a reduction in the number of students on FSM and a reduction in both. We have demonstrated that there is sufficient flexibility in the budget and that the educational vision can still be delivered.
Financial plans that are consistent with other aspects of the application and are based on supportable and realistic assumptions about income and expenditure	The assumptions in our financial plan are based on (a) our educational vision and plan and (b) benchmarking against a basket of Schools.



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Reach Academy: Feltham

1. Application details

June 2011



As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

Details of Company Limited by Guarantee	
Name: Reach Academy Ltd	
Company address: [REDACTED], Cambridge, Cambs, [REDACTED]	
Company registration number: 7634106	
Main contact	
Name: [REDACTED]	
Address: [REDACTED] Cambridge, Cambs, [REDACTED]	
Email address: [REDACTED]	
Telephone number: [REDACTED]	
Members and Directors	
Please confirm the total number of (a) Company Directors (there are 9 Company Directors) and (b) any other members of the Governing Body (there are 4 Members) appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	[REDACTED]
Position:	[REDACTED]
Name:	Position: [REDACTED], [REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	Position: [REDACTED]
Name:	Position: [REDACTED]
Name:	Position: [REDACTED]
Related organisations	
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y	
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:	
1. The Reach Foundation no. 1129683	
It is envisaged that The Reach Foundation will act as a hub for a chain of Reach Academies.	
2. Reach Cambridge Ltd no. 05155407	



Reach Cambridge Ltd, a company owned by board member
[REDACTED] has offered pro bono support in setting up Reach
Academy: Feltham.

If your organisation is an existing independent Academy, please provide your six
digit unique reference number: n/a

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed: [REDACTED]

Print Name [REDACTED]

Date: 30/06/2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).



Reach Academy: Feltham

2. Outline of the Academy

June 2011

Proposed Academy name:	Reach Academy: Feltham							
Age range:	4 years – 19 years							
Proposed numbers in each year group at point of opening and explanation of how student numbers will expand		2012	2013	2014	2015	2016	2017	2018
	Reception	60	60	60	60	60	60	60
	Year 1		60	60	60	60	60	60
	Year 2			60	60	60	60	60



<p>to fill the Academy over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>	Year 3				60	60	60	60
	Year 4					60	60	60
	Year 5						60	60
	Year 6							60
	Year 7	60	60	60	60	60	60	60
	Year 8		60	60	60	60	60	60
	Year 9			60	60	60	60	60
	Year 10				60	60	60	60
	Year 11					60	60	60
	Year 12						60	60
	Year 13							60
	<p>If an existing independent Academy, provide details of your latest inspection (including the report), current numbers on roll and total capacity of Academy.</p>	n/a						
<p>Will your Academy have a religious character (i.e. be a faith Academy)?</p> <p>If Y, please specify which faith. Please see notes below (at the end of this table).</p>	n/a							
<p>Is this an application for a single-sex Academy? If so, please tick the relevant box.</p>	No							
<p>Local authority area in which the Academy would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	Hounslow							



Reach Academy: Feltham

3. Educational Vision

June 2011

Our vision

Our vision is that *all* children, regardless of background, benefit from a first class education and realise their full potential.



At present, children from the least privileged backgrounds are chronically failed by the system. The statistics below testify to the almost insuperable task faced by a state school student on free school meals to achieve the highest academic standards and enjoy a wide range of career opportunities.

Outcomes that Reach Academy: Feltham seeks to change:

Teenagers from the 20% most advantaged homes in England are seven times more likely to get places at the most selective universities than those in the poorest 40%.
(OFFA review).

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

(HESA report).

31% of privately educated students achieved three A grades at A level last year, compared with 26% of selective grammar Academy students and only 7.7% of those in comprehensives.

(The Observer, August 2009).

Only 27% of children eligible for free Academy meals got five GCSEs at grade C or above including Maths and English, compared to 54 % of other students.

(DfE, 2008-9).

In 2009, 175 boys at Eton got three As at A-level compared to 75 students out of the entire population of state Academy boys on free Academy meals.

(Michael Gove, November 2009).

In urban complex schools, we have taught bright students with big dreams for their future, and we have worked alongside passionate, committed teachers. Yet we cannot deny that, ultimately, the vast majority of children are let down. So what more is needed to make a difference?

Our mission

Our mission is to transform the lives of our students by providing them with the skills, convictions and academic qualifications to graduate successfully from university and live happy and fulfilled lives.



In visiting some of the best schools across the globe over the past two years (see below and [6. Capacity and capability](#)), we have identified the characteristics and values that enable schools to tap the innate potential of every student and bridge the divide between rich and poor. Central to our vision is our conviction that student achievement and wellbeing are intertwined. We agree with [REDACTED]:

“All too often children are penalised for society’s failures in care, when ultimately the responsibility lies with adults who fail to care robustly enough”

(Kids Co website)

What makes our Academy distinctive?

All-through – we will take students from Reception to Year 13 and continue to work with them right up to their graduation from a top University;

Small – our students will be nurtured and develop high quality relationships that enable them to flourish in small communities with 60 students in each year all the way to 18;

Revolutionised curriculum – our curriculum will backwards plan from A grade at A-level and teach students the skills and competencies they need to excel and develop skills and dispositions for a happy, fulfilled life;

Creative leadership – our leaders will be innovative and brave and will have the freedom and resources to realise their vision for our Academy;

Transformational teaching – we will recruit outstanding teachers and give them the space and flexibility to flourish, while also training great new teachers, helping them to build the most critical knowledge, skills and attitudes; and

No excuses - we expect our students to excel and we will provide all of the support and resources needed to realise that vision.

Student Outcomes

Our expectation that our students will achieve exceptional results will be consistently accompanied by sensitivity to their life experience and social and emotional needs, however complex. We recognise that creating an Academy that genuinely affords underprivileged children the opportunity to succeed academically is a lofty ambition, particularly at a time when resources are limited. However, we believe that an ethos of achievement can be fostered by innovative and committed leadership from passionate and caring staff.



We will work tirelessly to achieve the following goals:

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- | | |
|--------------|---|
| Goals | <ul style="list-style-type: none">– 100% of students educated at the Academy have the opportunity to attend and graduate from university;– 100% students achieve 3 A*-C grades at A-level;– 100% of students will achieve the English Baccalaureate with A*-B grades at GCSE;– 100% of students will complete Key Stage 3 with a level 7 in English, maths, science, French, geography and history;– 100% of students will complete Key Stage 2 with a level 5 in English, maths and science;– 100% of students will complete Key Stage 1 with a level 3 in English, maths and science;– 100% of students will complete reception on a level 8 on the FSP scale;– 100% of students will develop a range of non-academic skills through a structured curriculum; and– 100% of students will emerge with a clear vision for their futures and a plan to achieve that vision. |
|--------------|---|
-

This application sets out how we will accomplish these highly ambitious measurable outcomes for the young people at The Reach Academy: Feltham.

Global best practice and a high bar

In addition to visiting some of the most effective Schools in Britain, we have spent time visiting and learning from some of the best schools and Academy systems across the globe. Our core team has, over the past two years, visited over 150 schools, including many of the most transformational Charter Schools in the US. This has helped us to clarify our vision, and we intend to take the best of what we have seen and incorporate it into our Academy. Two particular sources of inspiration are:

- KIPP: we will take the focus on results, the culture of ‘no excuses’ with high levels of student, teacher and parental investment and the willingness to do whatever it



takes. We will explore a longer Academy day and have a compulsory Summer Academy.

- Harlem Children's Zone: we appreciate and will seek to emulate the organisation's willingness to work with students, parents and the community in all aspects of community life to ensure that all students excel and have opportunities that are traditionally denied to them. We will also look to work closely with the White City designated Zone of Opportunity in London.

This search for the most effective approach to putting students from urban complex communities on a different life track and a commitment to following proven strategies with a clear evidence base will differentiate our Academy from the mainstream.

We will use leading Independent schools across England as a benchmark, to set ambitious goals for our students and define what it will take to set them up for success in modern Britain and in a global economy.



Hallmarks of the Academy

Our approach to student learning

Backwards planning We will take the knowledge, skills and learning competencies required for top grades at A level and / or IB, and A* grades at GCSE and backwards plan our curriculum so that:

- Every student, from Reception onwards, is working towards top grades and access to a top University;
- Every teacher is confident that their curriculum will lead students on to a different life path; and
- Every lesson is taking students towards a vision for their futures that they have defined and are deeply invested in realising their aspirations.

Benchmarking skills Benchmarks will be set for the skills which students should master at the end of each year, and these skills will be broken down to half-termly and weekly goals. Where students are not meeting these, support, coaching and tutoring will be provided to help students achieve their goals.

A holistic experience

Emphasis on well-being Our Academy will place a high value on students' well-being; helping them to use their strengths and utilise innovative strategies like mindfulness to support students to develop their own identity and understanding of their place in the world; and

Develop aspirations Every day in every lesson we will expand students' horizons, developing their aspirations and vision for their futures, and giving them the tools to express that vision and work towards accomplishing it. We will explicitly work to develop students' creativity and equip students to be successful in the 21st Century, both in Britain and globally.



We know that realising our vision and transforming educational outcomes for our students is a huge undertaking and that our support must go beyond the classroom to provide 'wrap-around care for our students. We will do whatever it takes to ensure that our students reach their potential.

Additional provision

Child care We will seek to work closely with the local community, offering parenting support and developmentally-appropriate classes for babies and child care provision;

Parent education We will seek to offer parents the opportunity to learn alongside their children and help them develop the skills and knowledge to support them in their journey to University;

Extended day Our Academy will seek to stay open after Academy hours and students will stay on to work with voluntary groups on curricular and extra-curricular activities;

Healthy eating Our Academy will take eating healthily seriously and will seek to offer other services (health, social care) that are critical to realising our vision for student success; and

University residential In collaboration with [REDACTED], we will offer enriching and enlightening opportunities for students during the summer holiday themed around University.



We know that the greatest determinant of student success is the quality of their teacher.

Outstanding teachers in every classroom

Recruitment and retention We will recruit the most effective, inspirational teachers, train, develop and retain them;

Provide a pipe-line We will apply to become a teaching Academy following our first Ofsted inspection and will train high quality new entrants to the profession to provide a pipe-line to fuel the Academy's growth and help to improve teaching quality across other local Schools;

Innovative teaching Our teachers will be given the tools and resources to realise their vision for students' success; and

Accountability and reward Teachers will be accountable for students' progress throughout the year, will be supported to maximise this progress, and will be rewarded when students realise their potential.

No student left behind

Regular assessment and tracking No student will be allowed to fall behind – progress will be assessed in every lesson and then weekly and all students will receive one on one support and extra lessons will ensure that students stay on track to reach their goals;

SEN support Students with additional needs will access the mainstream curriculum through high quality support building the key knowledge and skills they need to learn alongside their peers; and

Flexible timetable We will create a highly flexibly timetable so that learning can be personalised and every child is given the support they need.



Collaboration with the community

Working with families	We acknowledge that there are no short cuts and we will work with students and families to achieve a level that they can be proud of and which compares favourably to the best private Schools in the UK; and
External agencies	We will invite experts, professionals and role models to work with our students and help them connect Academy to their wider aims.

Core values

At Reach Academy we will seek to emulate our core values in all that we do. Our values will be our guiding principles and will drive our behaviour policies and code of conduct. All stakeholders will be aware of our values and they will be displayed prominently around the Academy.

Values	<i>Respect</i> - We will show respect for ourselves, each other, our buildings and everything in them;
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Endeavour - We will always try our best. We know that there are no shortcuts and those who work hard will be rewarded;

Aspire - We will aspire to achieve our goals and we will never be afraid to dream;

Create - We will be creative and will discover the joy in learning new things every day; and

Honour - We will honour each member of our community and everything that they are and want to be.



Location Rationale

Introduction

We wish to transform the life opportunities of young people in Feltham and become a fully integrated part of the community. We selected the Feltham area based on detailed statistical mapping. This mapping was complemented with evidence of local demand, through surveys of local parents and leaders in the community.

Feltham is located in
the borough of
Hounslow.

Hounslow is located
in West London,
inside the M25.



Criteria used in mapping exercise

Deprivation data Our intention is to serve a community that has high child poverty and is in need of a new high quality Academy to turn around the life chances of its children.

Demographic need We want to open our Academy where there is a need for a new Academy based on an increasing population.

Underperformance of local Schools The two local secondary Schools have historically not met the needs of all students, and in the course of our consultation with the community, many expressed concern at the quality of education available.

Parental choice Our Academy will look and feel very different to those locally, being small, all-through and with an emphasis on a curriculum that prepares students to achieve outstanding academic results.

Premises Many London Boroughs have very few buildings available for conversion to or use as Schools. In contrast, Hounslow, being close to Heathrow and in outer London, has numerous options.

Parental support Parental support is of course key, and we have demonstrated substantial support for our Academy through surveys with local parents. We have also met with local leaders from religious groups, social groups, the Council, business and education and have received support.



Deprivation Data

We have cross-referenced several sets of deprivation data. The most recent and relevant is the *Child Poverty in Hounslow paper* (see [Appendix 3a](#)) supplied to us by Hounslow Council. The following comments, taken from the paper, make a compelling case for a new Academy in the Feltham / Hanworth / Bedfont ward area:

‘Children and young people comprise a quarter of the total population of Hounslow and the numbers are expected to increase over the next years.’

‘The greatest proportion of children and young people living in poverty are in the west of the borough which contains wards Feltham, Hanworth and Bedfont) that are within the 10 per cent most deprived in England.

‘Hounslow has a significant number of wards that fall into the 20 per cent most deprived in the country, and five wards rated within the top five per cent of the most income deprived nationally.’

The Income Deprivation Affecting Children Index (IDACI) shows that ‘the wards of Bedfont, Cranford, Feltham, Hanworth and Isleworth has a total of 7 Lower Super Output that are rated within the top 5% most deprived using national rankings.’

‘Acorn demographic profiling data using 2010 School Student data shows that Hounslow has a disproportionately higher percentage of deprived ‘hard pressed’ families than other Greater London Authorities.’ (27% compared to 22% on average).

A second set of data is the GLA Data Analysis and Management Group’s ward profiles. This demonstrates that Hounslow is in the bottom 3rd of boroughs nationally in terms of deprivation (105th of 354). More specifically it identifies certain pockets, such as around the Hanworth/Feltham areas as being extremely deprived.

A third set of data, which contributes to the Child Poverty in Hounslow document, is the Child Poverty Toolkit. Here is a selection of the data in the Toolkit, which clearly demonstrates the scale of child deprivation in the Feltham area. Around 50% of all children are in low-income families and over a third are in workless families.



Local Authority and ST Wards	ONS Code	All Children	Children in Workless Families		Total Children in low-income families	
		Number	Number		Number	
Hounslow	00AT	52,285	14,450	28%	23,740	45%
Bedfont	00ATFY	2,755	875	32%	1,330	48%
Feltham West	00ATGE	3,740	1,220	33%	1,800	48%
Hanworth	00ATGF	3,195	1,165	36%	1,785	56%

In every set of data we have examined, Hounslow, and in particular the West parts of the Borough, such as Feltham, Bedfont and Hanworth, have significant areas of child deprivation.

Demographic need for Academy places

We have sought several sets of data so that we can be sure that a school is needed in this area. The most reliable and recent data comes direct from the Council. We have been in close communication with [REDACTED], [REDACTED]. The Council states that it is short of 13 forms of entry in 2012 at primary, which equates to around 400 children without Academy places. Detail on this shortage can be found in the *School Place Planning Strategy* online here: [REDACTED]

These are the areas where there is particular need, according to the Council:

- Feltham/Bedfont – 4Form Entry (FE) of which 1 or 2 FE are hoping to be supplied in bulge classes at existing Schools; [REDACTED] – 2.5FE; Central Hounslow – 4.5FE; Isleworth – 2FE of which 1FE has been supplied at an existing school. Even with the 2 bulge classes, there is still a shortage of around [REDACTED].

Below is a summary quote from the *Council's School Place Planning Strategy* document:

'Despite the Borough providing for an additional 7.5 FE at Reception between 2010/11 and 2011/12 through the expansion of existing Schools, there remains a projected shortfall of approximately 14-17FE (430-480) reception places across the Borough by 2012/13.'

The Council anticipates this bulge working through the system in the coming years, so that need for places at secondary will become equally desperate.



A second set of data was supplied to us by Boston Consulting Group in conjunction with New Schools Network and demonstrates the shortage of Academy places in Hounslow by 2013/14.

Capacity forecast - % shortage of places in 2013/14, Partnership for Schools

Local Authority	Absolute number of places 2009	% shortage of places in 2013/14	Absolute number of missing places 2013/14
Hounslow	18,494	10	1849

We have spoken with the Council to see how this bulge is affecting school admissions and have examined the admissions data on all schools in the Feltham/Bedfont/Hanworth area. The response we received was that the council has seen a huge increase in demand for places and all Infant classes across the area are full, which will begin to work its way up through junior classes very soon. They noted that none of their schools have falling rolls now, and the demand for places in Bedfont and Feltham has been much greater.

More specifically, we have oversubscription data on all the schools in the area, and the following two examples from 2010 give a flavour for the sort of demand there is for school places – these two schools alone are short of 79 places, which would on their own be sufficient to populate our 2FE Academy:

Feltham Hill Infant/Junior - oversubscribed by 47 (137 for 90 places)
St Lawrence RC Primary - oversubscribed by 32 (90 for 58 places)

At secondary level the case for a new school is compelling for the same reason: The population bulge in Hounslow is coming through. But it is also compelling because of the number of students that are leaving the Feltham / Bedfont / Hanworth area for secondary schooling. Anecdotally we have been told (by the [REDACTED], [REDACTED]) that many children have to take buses out of the Borough to go to schools in Richmond. There are around 650 primary school places in these three wards, and yet at secondary level, there are only 460 students at local secondary schools. This is compounded by the fact that the two local secondary schools have, historically, had a fairly poor reputation. As a result, parents prefer to send their children farther afield for secondary schooling. Our Academy would offer a high-quality, local alternative. Our conversations with local parents, evidenced in the demand section of this application, have resoundingly told us that a school of the type we are proposing is not only desired but is absolutely necessary.

Underperformance of Local Schools

It is our intention to work in partnership with local schools and we deeply respect the work of the teachers and leadership at all schools working in this community. One



part of our rationale for placing the Academy in Feltham is that historically the two local secondary schools, Feltham Community College and Longford Community College soon re-opening as The Rivers Academy, West London) have not met the needs of their students. In 2010, 44% of students at Feltham and 40% of students at Longford achieved five GCSE grades at A*-C including English and Maths, with 4% at Feltham and 14% at Longford achieving the English Baccalaureate. As recently as 2008 only 24% of students left Feltham with five good GCSEs including English and Maths, while in 2007 25% left Longford with such grades.

In addition, in the course of our survey of the community, several local parents expressed deep concern about the quality of education being provided at the two schools. One parent commented that they had had “to take my child out of borough to Sunbury because of bullying at Feltham Community College”; while another remarked that they too had had to move out of borough because secondary provision was so poor.

We intend to work closely with local schools and collaborate in improving the education of all young people in Feltham. We will offer all of our curriculum resources to our neighbouring schools and will invite them to participate in the professional development we provide for our teachers, as well as inviting students and staff to participate in our community events.

Improving Parental Choice

The Reach Academy: Feltham will improve parental choice – the academy will offer different provision and a different experience for students and their parents to other Schools in this area. As the overwhelmingly positive response to our initial survey of the community reflects, parents are very interested in many of the elements that we intend to offer, including:

- An all-through experience, taking students from Reception to A level, which is unique in the community;
- A small school environment with only sixty students in each year (compared to 189 at Longford and 197 at Feltham) which is unique at secondary and unusual at primary, where schools tend to be growing; and
- High expectations and excellent results, which as the previous section sets out, have not always been available to the community.

The Academy will offer parents a distinctive ethos and culture and a school community unlike any in the community or in the wider borough.



Premises

In our initial comparisons between London Boroughs it became apparent that there is a far greater stock of possible premises in Hounslow than in other Boroughs that met our mapping criteria (notably deprivation levels and demographic need). This initial assessment has confirmed by a more detailed premises search in the area and is for a combination of reasons: it is slightly further away from the congestion of central London, its proximity to Heathrow is clearly a factor, with lots of large office or industrial/warehouse properties in the vicinity and finally, there appears to be a shortage of businesses or organisations in need of premises on this large scale at the moment due to the present economic climate and so there is a preponderance of buildings that can be converted to Academy use.

Our investigations, alongside local property agents and Partnerships for Schools, have resulted in a spectrum of options for our Academy premises, from large, single site options to smaller multiple site options.

We are confident that, in comparison with other London Boroughs, Hounslow offers a greater selection of premises options than most.

Local Support

This will be addressed with in more detail in Section 5: Evidence of Demand and Marketing. We have secured support from local parents by (a) meeting with parents at particular social centres such as nurseries (b) meeting parents and members of the community on local estates and (c) meeting the residents of the area in public spaces such as main shopping areas and parks. In each case we have explained our plans and consulted parents on their desires for a new Academy. We also communicated with [REDACTED], who manage the 16,000 homes in Hounslow's estates, to identify the most appropriate estates for us to approach, and then put together a plan to speak with residents on these estates to ask for opinions and support from local people:



With a team of volunteers we have spoken to residents on all of these estates and have successfully engaged with people from across the whole community.

A strong element of our engagement with local people has been via the Council. As noted above in 'Our Premises Team & Research Contacts' we have met with a large number of Council officers and the Lead Member for Education, all of whom have been incredibly helpful in selecting our premises.

Location Rationale Conclusion

Our rationale for choosing Hounslow and in particular the Feltham area is clear: We are very confident that a school in the Feltham area is (a) needed, (b) wanted, (c) realistic, (d) will promote choice and (e) has a compelling moral dimension.

The community, and specifically the children we seek to serve have been let down by a system that has left them in the poorest 5% of children in the country with few escape routes. An excellent education can be a pathway out of poverty, and we want to create this pathway with the people of Hounslow.



Being Small - Our Rationale

Schools in England are getting bigger. Between 1997 and 2005 the number of schools in England with 1,000 to 1,500 students rose by 35%. Secondary schools with between 1,500 and 2,000 students rose by 124%. In contrast, the number of small secondary schools in England, with fewer than 500 students, fell by 43%.

The conventional arguments used to defend this increase in scale are misleading. The primary argument is that large schools benefit from economies of scale. However, economies of scale in schools are rarely realised. The concept of diseconomies of scale has long been recognised in other sectors. It describes how many of the consequences of getting larger such as high communication and coordination costs, anonymity and extraneous auxiliary processes can undermine savings made elsewhere, such as in procurement. In schools a principle diseconomy cost is the need for large numbers of non-teaching support and admin staff.

Even more important than cost is the tendency, as diseconomies begin to emerge, for large organisations to find that their size obstructs the delivery of the outcomes they are created to achieve. An argument for large schools based purely on cost fails to consider cost-effectiveness or value for money, i.e. it fails to consider whether schools are actually delivering for students and parents.

This is why the second key argument in favour of large schools, that they are necessary in order to provide a broad curriculum, is particularly misleading. A broad curriculum is worthless if students are not succeeding in it, or are unable to access it. This is too often the case.

Large schools tend to adopt rigid, vertical, departmental structures. These structures do not enable or encourage a teacher in one subject to explicitly reinforce the skills a student has learnt in the others. They obstruct the development and implementation of effective remedial interventions and cross-curricular learning strategies. Students are often obliged to effectively start from scratch in each subject they study – with the result that at worst they do not progress, or at best it is difficult for them to gain a sense of overall academic progress or of how the components of their learning interrelate and reinforce one another. The argument for breadth is undermined because in fact many students are unable to develop the mastery of core skills and competencies that would allow them to access a broad curriculum.

Whilst it is true that large schools do not have to adopt vertical departmental structures, scale and vertical structure have in practice become synonymous. Where large schools have created different, horizontal structures this is often referred to as creating schools-within-schools or small learning communities. These alternative



structures attempt to replicate the benefits of small schools within larger ones. This is complex and there are few examples of success. It's why we've decided that Reach Academy: Feltham should be designed from day one to be a small Academy.

There are other arguments in favour of small schools. In our experience large schools suffer, to varying degrees but consistently, from an absence of accountability. In large schools there is little time for meaningful cross-departmental analysis of students' progress. In a 2007 survey only 17% of Teach First teachers agreed with the statement "I know who my students' other teachers are". Whilst each teacher is responsible for a student's learning in his or her particular subject area, no teacher is responsible for the student's overall education.

Form tutors and year teams, whose 'horizontal' responsibilities for students' education could counterbalance this, because of the number of students they need to deal with, spend in practice far less time with their designated cohorts than with the students they teach in their subject departments.

Lack of accountability is compounded when teachers constantly interact with students they don't know. For example as they move between classrooms or take cover lessons, when they are on lunch duty or supporting other members of staff. The way that staff and students are able to move around the Academy and the manner in which students and staff interact are vital components of a positive educational environment. Large schools, by definition, tend towards depersonalised interactions.

We believe the critical factor is the number of individuals in a community who interact exclusively with one another. In large schools teachers' time and energy are spread too thinly between too many students. When a small team of teachers are accountable for a small number of students it is possible to ensure that every student is known as an individual, making it harder for students to 'fall below the radar'. It makes it easier to ensure data for all students, both academic grades and other data such as attendance, is always understood and analysed in context, and it makes response and intervention more rapid and more effective. It is for this reason that we intend for The Reach Academy: Feltham to be and to remain a small Academy, with dedicated teams of teachers responsible and accountable for every aspect of students' development.



All-through – Our rationale for age range served

We see a range of opportunities emerging from our Academy taking students from 4-18. We see advantages from the type of community created, where children, parents/carers and staff to feel valued and to aspire. This ability to engage all those involved with a child's education is essential if a child is to achieve at the levels we envision.

Recent reports, including the Allen Report and the Field Report have, advocated for greater investment in early intervention to increase the life chances of young people growing up in poverty. Once the Academy is running effectively, we will seek to open a nursery to help ensure that more young children are Academy-ready by the time they start Reception.

We intend to set up our Academy so that from day 1 of Reception, children are building the knowledge, skills and convictions that are setting them on path to increased opportunities and choices. This is at the heart of our rationale for serving students from the Foundation Stage through to Key Stage 5.

An important advantage of this approach is the ability for secure and trustworthy bonds to be established between a child and their teachers, and for a greater understanding of the individual child. Children are given confidence that they are respected and known by all stakeholders and are able to establish long lasting friendships with their peers. Feelings of security are further strengthened as the anxieties of moving Academy are removed.

The severe distinction and transition between primary and secondary Academy can prove difficult in pursuing the national curriculum. When children change schools there is so often a marked dip in achievement, for example transition slippage from Key Stage 2 to Key Stage 3. This is removed in an all through Academy as continuity is established and the transition is smooth. An Ofsted report entitled 'Changing Schools' commented that "continuity in the curriculum and progression in learning as students move from primary to secondary schools are longstanding weaknesses of the education system". This weakness will be addressed through our Academy structure.

The ability to draw on diverse teaching resources in an all through Academy can benefit children as the expertise of staff can be harnessed to plan for an exciting and meaningful curriculum from ages 3 to 18. More able and gifted children would have opportunities for developing talents within a school where teaching staff have a greater range of expertise. Vulnerable students are provided with a more consistent approach giving greater security. Support systems offer continuity and opportunities



for expertise across the. Early identification of children with additional learning needs allows their needs to be monitored and a plan can be put in place enabling all stakeholders, including the child, to work towards a solution.

We have researched a number of all-through schools and are confident that this approach will help us to transform the life opportunities of students in Feltham. We reviewed resources from the Innovation Unit ('All-Age School, A Resource') and researched successful all-through schools in the UK. One such example is Caroline Chisholm School in Northampton, which in 2009 Ofsted deemed 'outstanding'. Strong parent/carer –teacher relations were identified while "Students achieve well academically, build outstanding personal qualities and gain immense enjoyment from their studies due to the Academy's provision".

Just as at Caroline Chisholm School we intend for our Academy to foster outstanding relationships between parents and carers and teachers. Our structure will provide the opportunity to develop a greater understanding of the child's whole family and particular circumstances. Parents and carers benefit from strong relationships with school staff, encouraging parents to engage in their children's learning, one of the biggest factors influencing attainment, behaviour and attendance. They will be supported through 'wrap round' care which can be provided through Breakfast Club and after school activities.

Buxton School in East London provides such facilities. As an all-through school in an area where approximately 35% of their students are eligible for free school meals, speak English as an additional language and have special needs the provision for extra care, during term time and school holidays, provides valuable support for parents and carers. We intend to provide similar support to our parents and carers in a similarly vulnerable community.

The deep knowledge of the students will help Academy staff to teach effectively. This would include awareness of any additional educational needs, but also an in-depth understanding of their history and personal circumstances. Finally, their learning history and the progress they have made will be available to teachers to support planning and execution. Teaching and learning will also be strengthened through the ability to incorporate great practices between Key Stages.

The strength of an all-through school can have a valuable impact on the Community. In the case of Caroline Chisholm School the 2009 Ofsted report states that the school "is at the heart of a centre for learning for the community, including a public library and a nursery". The aspirations and achievements of successful all-through schools can directly enrich local communities – as we intend to do for the community of Feltham.



Creating a Chain

Introduction

Ensuring quality is central to our vision for growth. We are committed to ensuring that the Academy delivers before implementing a growth strategy. However, we have given consideration to potentially creating a chain of schools in the future in order to further achieve our vision, and have detailed our current thinking below.

We have taken and will continue to take advice from one of our mentors, [REDACTED], on how and when to develop a chain. He has extensive experience on this subject having [REDACTED]. His core piece of advice has been to ensure excellence at our first Academy and thus create a model that will replicate this measurable success at further schools. We have also spoken to our contacts at well-known academy sponsors such as Ark and Harris, to learn from their experiences.

Strategy

The total number of Academies currently being run by chains Ark, Harris, ULT and Oasis has increased by 53% between 2006 and 2011¹, and is expected to grow further. Whilst the rate at which these chains plan to grow varies, there is an intended emphasis on growing steadily in order to maintain quality. Our board has experience of teaching and leading in, and working with, existing academy chains, and are aware of the potential challenges associated with growing a chain.

However, whilst our focus will be relentless in achieving our plans for Reach Academy: Feltham, we will invest resources in detailed research around a potential chain growth strategy. Developing a chain of schools will create economies of scale in the systems of running the Academy, particularly around human resources, financial management and systems such as procurement, invoicing, payments and payroll, ICT and some staff functions, while avoiding the diseconomies set out above.

With our focus on high quality leadership and management, we would propose to grow leadership from within to fill leadership roles across the chain. A clear vision and strong and consistent values in each Academy would remain central to our growth plans.

¹ Websites of Ark Schools, Harris federation, ULT and Oasis



██████████ publication for the National College ‘Chain reactions: a think piece on the development of chains of schools in the English Academy system’² suggests that 8-15 schools is the optimum number under a more typical organisational model (where functions such as human resources, financial management and systems, ICT and some staff functions e.g. administration, business management, leadership are shared). Using this benchmark, along with numbers and recent growth statistics of academy chains, we have developed the following predicted growth plan for Greater London, and outside of Greater London. Outside of Greater London, we would envisage developing geographically close sub-clusters of schools using a similar organisational model.

Option 1 – A national model

Total number of Reach Academies in Greater London:

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
1	1	1	3	3	5	6	8	10	11	12

Total number of Reach Academies outside of Greater London:

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
0	0	0	1	1	3	3	5	6	8	8

Total number of Reach Academies in England:

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
1	1	1	4	4	8	9	13	16	19	20

Option 2 – a Greater London only model

Total number of Reach Academies in Greater London:

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
1	1	1	3	3	5	8	10	12	15	18

At this stage this is an estimated ten year plan only, and as stated, we will invest additional resources in order to validate this plan. Any growth plan is dependent on the needs of local areas, and we would not pursue such growth without clear local demand.

² ██████████



Reach Academy: Feltham

4. Educational plan

June 2011



4.1 Admissions

Overview

Reach Academy: Feltham will be an all-through, publicly funded, co-educational, independent, non-denominational, non-selective Academy for local children with an admission number of 60 students.

Responsibility for the admission of students rests with the Governing Body. All applications for places at the Academy will be considered in accordance with the arrangements set out below.

We recognise, in accordance with the Admissions Code, that statutory proposals for new schools must (School Organisation Regulations, 2007) contain an indication of the proposed admission arrangements. Once approved, the admission arrangements must remain unchanged for two years after the first year of operation unless the schools Adjudicator allows an application to vary them because of a major change of circumstances.

Criteria for all-through admissions

Each year, from 2012/13 to 2018/19, we will admit 60 students into Reception and 60 students into Year 7. Students entering the Academy in Reception will be doing so under the explicit understanding that the Academy is all-through (4-18 years). In admissions year 2019/20 there will cease to be a formal entry point at Year 7 and the current 60 students in Year 6 will transfer to Year 7 without reapplication for a place.

Students will still be able to transfer out of the Academy at any point. If students choose to transfer out of the Academy rather than progress to Year 7, then Reach Academy: Feltham will transfer students in from the waiting list, which will be subject to the Admissions Code.

In accordance with the Admissions Code, where there are enough places available, every child who has applied for a place will be offered one without condition or the use of any criteria.



Admissions criteria

60 students at each entry point	60 students will be admitted at two entry points each September. 60 students will be admitted at Reception and 60 students will be admitted at Year 7 (until the reception students are transitioning to Year 7 automatically).
SEN priority if named on statement	Students with a statement of Special Educational Needs (SEN) who name our Academy as the one they wish to attend will be admitted even if the Academy is oversubscribed.
Priority for children in public care	The highest priority in admissions arrangements will be given to children in public care.
Abiding by infant class size rule	The Academy will not have infant classes larger than 30 students to a teacher. Infant classes are defined as Reception, Year 1 and Year 2.

Criteria above apply to entry at Reception and at Year 7 from 2012/13 to 2018/19, and for entry at Reception solely from admissions year 2019/20 onwards.



In the event that the Reach Academy: Feltham receives more applications than there are places, the over subscription criteria will be applied.

Over-subscription criteria

- | | |
|--|---|
| 1. SEN where Academy is named on statement. | Priority will be given to students with statements of special educational needs, where the Academy is named on the statement. |
| 2. Children in public care | Children who are in public care. |
| 3. Siblings already attending the Academy | Children who have a sibling who already attends the Academy and who will continue to do so on the date of admission (for this purpose "sibling" means a whole, half or step-brother or step-sister resident at the same address. Where a child has been legally adopted, he or she will be regarded as the sibling of any other children with the same legal guardian, all of whom reside in the same household). Where parental responsibility is shared, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address. Where applications are received by twins, triplets and same-year siblings, all siblings will be offered a place. |
-

In order to serve the community and people within that community who need the provision our Academy will offer the most, we will chose our over-subscription criteria based on which factor(s) helps us to achieve that aim.

The current lack of fixed site means that we are unable to unequivocally state our main oversubscription criteria, but it will likely be one of the options below; whichever will better achieve our aim.

Either

4. Shortest straight-line distance to the Academy

Distance will be measured by the Local Authority's geographical software system. This software measures using public roads and footpaths adopted and recorded by Hounslow Council's highways team. When using roads for measurement purposes the software measures along the middle of the road. It starts from a point in the property (as determined by the Ordnance Survey and postal address data provided as the child's address), and continues by the shortest available route to the nearest of the Academy gates which is used by students to enter the Academy grounds. Blocks of flats are treated as one address. In blocks of flats, priority will be given to the lowest flat number i.e. flat no 11 will be given priority over flat no 12. Not used are routes using common land, open spaces, public parks, subways or footpaths not adopted by the highways team. In the event that the distances are equal, the Local Authority (not the Academy), will draw apply the tie-break policy to determine which applicant should be offered the place.

Where parental responsibility is shared, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address.

If we were to take [REDACTED] as one of two or three sites for the Academy, we are confident that using this criteria: shortest distance from [REDACTED], [REDACTED], **Feltham**, [REDACTED], would achieve our aim.

Or

4. FSM eligibility

Subject to the potential changes in the Admissions Code currently under review, eligibility for FSM is a criterion we would strongly consider using in the future.

Tie-break policy

Random selection

Where two or more applicants may otherwise have equal priority, random selection will be used to determine place allocation. Children's names will be randomly selected from the total list of tied applicants by someone unconnected with the Academy. The first names selected will be offered places.



General process

A fair system is one that provides parents with clear information about admissions and supports those parents who find it hardest to understand the system. In order to ensure that all parents in the local area have equal access to information about Reach Academy: Feltham and the admissions process in general, we will operate open evenings and outreach support to compliment that currently offered by the Local Authority.

We aim for applications in all years other than 2012/13 to be through the Common Application Form which can be obtained from Local Authority admissions teams. The deadline for primary and secondary application will be in accordance with the dates set by the Local Authority Admissions team in accordance with the statutory requirements of coordinated admissions schemes. It is usual for the primary deadline to be later than the secondary deadline, for example the deadline for Primary applications was Saturday 15 January 2011 and the deadline for secondary admissions was 31 October 2010.

As with all academies, the Governing Body will be the admissions authority for Reach Academy: Feltham. In all years, other than the first year when it may not be possible, the Local Education Authority will administer the admissions process on our behalf in order to assure that it is a transparent process and is coordinated in concert with the admissions process of other local schools.

Applicants for admissions to Year 7 in all years other than 2012/13 must nominate the Reach Academy: Feltham on the Common Application Form (CAF) which will be provided by Hounslow Local Authority in which they live. The Common Application Form must be completed and returned to the Local Authority by midnight on the published deadline date, or the online application form must be completed and submitted by midnight on the deadline date.

In accordance with the admissions process in Hounslow, Reach Academy: Feltham will hold open evenings during September and October for prospective parents/carers and adhere to all closing dates and dates for the offer of places in accordance with the Local Authority.



General admissions process

Late applications	<p>Any application received after the closing date will be considered as late unless the applicant has recently moved house or there is good reason for applying late, such as bereavement, hospitalisation or serious illness. It will always be necessary to submit a request to apply late in writing. If families are in the middle of a house move, applications can be accepted as on time a stated number of days after the deadline, this year the extended deadline was Friday 18 February 2011 for Primary admissions and for Secondary admissions Applications that were received after 31 October 2010 were processed after 2 March 2011. This will follow the first allocation and offer of places to the children of parents and carers who applied by the closing date.</p> <p>However, if a family moves into Hounslow after the closing date or if there is a good reason why they cannot return their application on time, such as bereavement, hospitalisation or serious illness, it may be considered as 'on time' if it is received by an agreed date (last year it was 10 December 2010 for Secondary and 18 February for Primary admissions). The Local Authority will consider any reason given for a late application and decide each case individually. The child's primary Academy may be asked for confirmation of the stated extenuating circumstances.</p> <p>This process for late applications to Reach Academy: Feltham is in accordance with the process used by Hounslow Local Authority in order to ensure clarity for parents.</p>
Verification of information	<p>All applicants will be required to produce proof of residence (a bill or bank statement in the name of the legal guardian and dated within the last three months) and an original or certified copy of a birth certificate (a passport will not be accepted in place of a birth certificate). The Governing Body also reserves the right to seek verification from the Local Authority in which the applicant is resident. False information, or the omission of material information, may result in disqualification, or the loss of a place after it has been offered, accepted or taken up.</p>



Offer of places Letters informing applicants of the outcome of their applications will be sent by first-class post on the agreed date (this year 1 March 2011).

Those applicants who completed the online form will be able to view their offer of a school place online from 5pm on the published offer date. They will also be able to accept the offer of a place online.

Applicants to whom places are offered will be required to inform the Governing Body of their decision whether to accept or reject the offer by the date given in the letter of offer.

Appeals Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the appeal panel is binding on all parties. Full details of the procedure will be sent to parents with the decision letter on the offer date.

In accordance with the guidance from the Local Authority in Hounslow, an applicant who is unhappy with the offer that they have received can make a second application (after 2 March 2011 this year) for any Academy.



Waiting lists In addition to the right to appeal, unsuccessful applicants and those on the reserve list will be offered an opportunity to be placed on the waiting list from the official offer date each academic year. The waiting list will be maintained by the Local Authority until 31 August, when maintenance shall pass to the Academy. In each year the Local Authority will only maintain the waiting list for the period from the official offer date to 31 August for those students entering the Academy at the official entry points. The order of the waiting list will be determined in accordance with the over-subscription criteria, not in the order in which applications are received or added to the list. If and when a place becomes available at the academy, it will be offered to the child at the top of the list. Children who are the subject of a direction by a Local Authority to admit or who are allocated to the Academy in accordance with a Fair Access Protocol will take precedence over those on a waiting list.

From 1 September each year and on-going for those not of age to be admitted at the designated entry points the Academy will maintain the waiting list. Parents/carers will be contacted at intervals throughout the year to indicate if they wish their child's name to remain on a waiting list and given 14 days to respond. Those parents/carers who do not respond by the date given will be removed from the waiting list with immediate effect. Parents/carers will continue to maintain the right to re-apply and to be added to a waiting list for any Academy at any time.

SEN Reach Academy: Feltham will admit any student with Special Educational Needs whose statement names Reach Academy: Feltham and for whom the Academy has agreed to be named in the statement.



Casual admissions Applications for vacancies that arise outside the normal annual admission round for Reception and Year 7 will be considered at any time during the year. Information and application forms may be obtained from the Academy at any time. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the application of the over-subscription criteria. Where there are two or more applicants meeting the criteria for a place, the tie-break policy will be applied.

The Academy 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 before the child concerned reached compulsory school age do not count for this purpose. The school will consult and co-ordinate its arrangements, including over the rapid re-integration of children who have been excluded from other schools and who arrive in an area after the normal admissions round, in accordance with local in-year fair access protocols for securing schools for unplaced children.



Admissions 2012/13

Admissions in 2012/13 will operate slightly differently to usual admissions, due to the necessity of circumstance.

Admissions process 2012/13

- | | |
|---|--|
| Governing body as the admissions authority | It is likely that Reach Academy: Feltham will not be able to take part in the co-ordinated admissions process 2012-2013. In this year the Governing Body of Reach Academy: Feltham will act as the admissions authority and will administer the admissions process. |
| Separate application form | There will be a separate Application Form to the Common Application Form provided by the Local Authority in which applicants live. The Reach Academy: Feltham Application Form will be obtained from the Academy website or applicants will be able to request for a Form to be sent to them by leaving a message for the Admissions Team for the Academy. |
| One closing date | The application form must be submitted by midnight on the 31st of January 2012 (for applications to Reception and Year 7). Applicants will also be able to complete the Application Form online and submit by e-mail or post. |
| Late applications | Application Forms received after the closing date of 31 st January 2012 will be considered late and will be dealt with after all applications received on time. Exceptionally, late applications (received up to 28 February) will only be considered if there is written evidence of exceptional medical, pastoral or compassionate grounds. Each will be considered individually by the Governing Body. |



Proof of residence All applicants will be required to produce proof of residence (a bill or bank statement in the name of the legal guardian and dated within the last three months) and an original or certified copy of a birth certificate (a passport will not be accepted in place of a birth certificate).

The Governing Body also reserves the right to seek verification from the Local Authority in which the applicant is resident or from the child's primary school if the application is for a secondary school place. False information, or the omission of material information, may result in disqualification, or the loss of a place after it has been offered, accepted or taken up.

Offer of places Letters informing applicants of the outcome of their applications will be sent by first-class post on the commonly agreed date, which is the same date as the offer of places through the Local Authority. Applicants to whom places are offered will be required to inform the Governing Body in writing or via the online form of their decision whether to accept or reject the offer within five days.

Appeals Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The Appeal Panel will be independent of Reach Academy: Feltham. The determination of the Appeal Panel is binding on all parties.

The Academy shall prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process. The Academy may, if it chooses, enter into an agreement with the Local Authority or any other organisation for it to recruit, train and appoint Appeal Panel members and to arrange for the process to be independently administered and clerked. Full details of the procedure will be sent to parents with the decision letter on the commonly agreed date.



Waiting list In addition to the right to appeal, unsuccessful applicants will automatically be placed on the waiting list and from 1 September will be contacted by the Academy to update their status. The waiting list will be maintained by the Academy. The order of the waiting list will be determined in accordance with the over-subscription criteria, not in the order in which applications are received or added to the list. If and when a place becomes available at the academy, it will be offered to the child at the top of the list.

Children who are the subject of a direction by a Local Authority to admit or who are allocated to the Academy in accordance with a Fair Access Protocol will take precedence over those on a waiting list.

Parents will be contacted at intervals throughout the year to indicate if they wish their child's name to remain on a waiting list and given 14 days to respond. Those parents who do not respond by the date given will be removed from the waiting list with immediate effect. Parents will continue to maintain the right to re-apply and to be added to a waiting list for any Academy at any time.

All other processes relating to admissions will be in accordance with the regular admissions process in Hounslow Local Authority.



Infant admissions specificities

In the Primary Academy, admission will be refused on “infant class-size prejudice” grounds where the Academy would have to take qualifying measures to keep to the statutory class size limit of 30 if more children were admitted, e.g. employ another teacher. There are very limited circumstances where class-size legislation will allow for the entry of an additional child where not to admit the child would be prejudicial to his or her interests, in accordance with the Admissions Code.

The admission authorities for Reach Academy: Feltham will provide for the admission of children who have successfully gained offer of a place, in the September following their fourth birthday. The admission authority will make it clear that:

- the arrangements do not apply to those being admitted for nursery provision including nursery provision delivered in a co-located children’s centre;
- parents of children who are admitted for nursery provision must apply for a place at the Academy if they want their child to transfer to the reception class;
- attendance at the nursery or co-located children’s centre does not guarantee admission to the Academy;
- parents can request that the date their child is admitted to the Academy is deferred until later in the school year or until the child reaches compulsory school age in that school year; and
- Parents can request that their child attends part-time until the child reaches compulsory school age.

The admission authorities will allow parents of children who are offered a place at the Academy before they are of compulsory school age to defer their child’s entry until later in the school year. Where entry is deferred, admission authorities will hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child’s fifth birthday, nor beyond the academic year for which the original application was accepted. This will be made clear in the admission arrangements for the Academy.

Reach Academy: Feltham will not have a January entry date for admissions to Reception; therefore all admissions will occur in September each academic year.

NOTE: It is our express intention to have a Nursery attached to our Academy. It is something which we have looked into and will pursue once our Free School Application has been processed.



Informing parents

Admissions 2012/13

Reach Academy: Feltham aims to follow Hounslow Local Authority's admissions process as closely as possible for admission during 2012/13 and aims to be part of the admissions process from 2013/14 onwards. This will make the process as transparent and easy to understand as possible for parents.

Beginning in September 2011 Reach Academy: Feltham will ensure that parents of students in the local area eligible to apply for a place in Reception or in Year 7 will be fully informed as to what Reach Academy: Feltham can offer their child and the process by which they can apply.

Reach Academy: Feltham will place a copy of the determined admissions arrangements on their website, where they will be displayed for the whole offer year, unless amended.

Each year, Local Authorities must publish a composite prospectus for parents by 12 September in the offer year, which contains information about each of the maintained schools, Academies, CTCs and CCTAs in the relevant area, to assist parents when applying for a school place. Information that is required for inclusion in these prospectuses is set out in the School Information Regulations. Reach Academy: Feltham will ensure that all local parents receive this information on or as close to 12 September 2011 as possible and for all following years will aim to be a part of the prospectus compiled and distributed by the Local Authority.

Reach Academy: Feltham will also hold open days and evenings, produce prospectuses and conduct local meet and greets and door knocks to ensure that information about the Academy reaches those who need it most and find the information hardest to access. This may also involve translation of some materials into other languages, in addition to providing free of charge and on request, copies of published information in a language other than English, Braille or audio tape. See section on consultation and marketing for how parents will be informed fully.



Information for the Local Authority

Academies, through their funding agreements, must also provide their Local Authority with the information below as required, which should be by 8 August unless otherwise agreed. Reach Academy: Feltham will commit to providing this information in discussion with the Local Authority.

The information to be provided is:

- The name, postal address, website address (where they have one), and telephone number of the Academy, including a contact name to whom enquiries should be addressed.
- The classification of the Academy as broken down by one of each of the following sub-categories:
 - Either community, foundation, voluntary controlled, voluntary aided, Academy, CTC or CCTA.
 - Either primary, middle or secondary.
 - Either co-educational or single-sex.
 - Either day or boarding, or a school taking both day and boarding students
 - In the case of a selective school, the basis of that selection as set out in paragraphs 2.76 to 2.98 of the Code.
 - In the case of a school designated as having a religious character, the religious denomination or denominations of the school.
 - In the case of a school designated with a specialist status, the subject or subjects of that specialism.
- The expected number of students on roll at the Academy and the Academy's age range.
- The published admission number for each stage of entry, along with the number of preferences expressed for places in the previous application year. Where possible, schools should indicate the number of successful applications admitted in the previous year, including the criteria under which they were accepted, and whether this reflects the pattern of recent years.
- The determined admission arrangements for the Academy for each point of entry (e.g. including for entry to the Academy sixth form where relevant). This will include the oversubscription criteria that will be used to allocate places if there are more applicants than places available at a particular Academy in accordance with Chapters 1 and 2 of the Admissions Code. It will also



include whether the Academy has adopted the use of a supplementary information form as part of their admission arrangements, and information about how a copy of that form can be obtained. Supplementary information forms must, as a minimum, appear on the Local Authority's website and Academy's website (where they have one) and be available on request in hard copy at the Local Authority's offices.

- Whether the determined admission arrangements are the subject of an objection referred the Schools Adjudicator or the Secretary of State for Academies, and the date on which that was referred.
- In the event that the Academy is oversubscribed the length of time the waiting list will be maintained for.
- Information on how parents can access sources of general information about the Academy, including information on annual school achievement and attainment tables, published reports of recent school inspections, school open days and the school's uniform policy.

Reach Academy: Feltham will ensure that all of the required information is provided in full.



4.2 Curriculum and organisation of learning

Curriculum and qualifications

Rationale

Too few students from communities like the one we wish to serve attend the best Universities in the UK. In 2010, out of nearly 6,000 undergraduates entering Oxford and Cambridge, only 45 came from the very poorest families. [REDACTED] reveals that students on Free School Meals are 55 times less likely to go to these Universities than those from private schools. Our curriculum is designed to ensure that all of our students have the choice to attend a Russell Group University. We will design a curriculum across Key Stages that prepares students to achieve excellent grades at GCSE and A level and develop the skills and dispositions to access and flourish in the best universities in the UK.

We will ensure that our students access the right courses to enable them to compete with students from the top independent schools in the UK and the world for places at the best universities. In addition, we will give our students the kinds of experience and opportunities that will enable them to create excellent university applications and flourish at interview. These will include opportunities to travel, immerse themselves in different elements of culture, debate, as well as learning beyond the classroom and high quality work experience. We will have a Reach for University coordinator (Access coordinator) employed full-time to lead our provision.

Learning from the independent sector

We will ensure that our curriculum is rigorous and that we are holding the highest expectations of our students, by learning from top independent schools. We have already visited and built relationships with Wellington College, and we intend to work with their staff and colleagues at Hampton School and Eton College to deeply understand students' experiences. Specifically we will explore students' achievement levels across the curriculum at different ages, including collecting and analysing specific work samples, and the curriculum and holistic experience that leads to such a high level of achievement from students, including the approach to teaching and learning in the Academy. We will seek to create opportunities for collaboration



between the students in our Academy and students at other high performing schools in the UK and around the world. Part of the social development of our students will be enabling them to feel empowered to engage with peers of varying socioeconomic status.

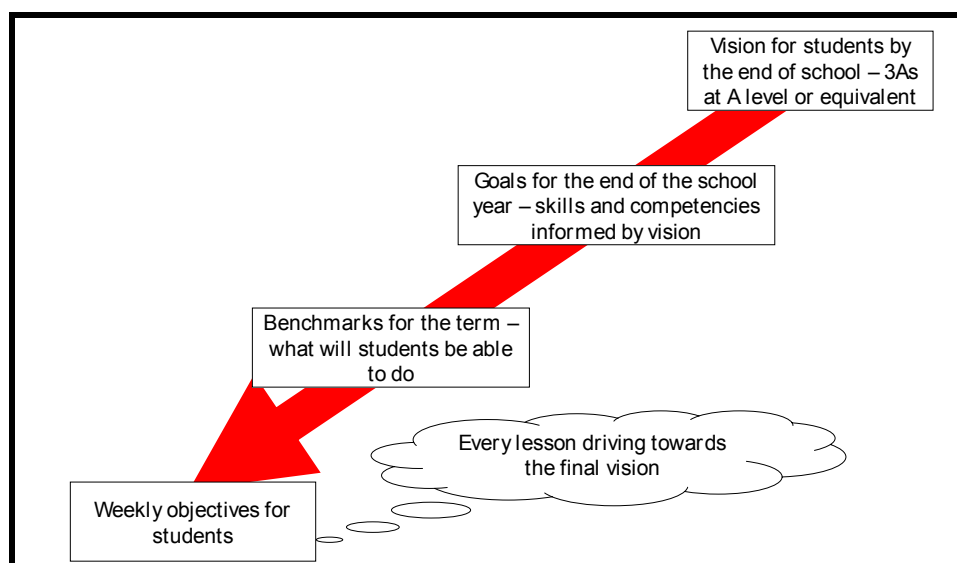
Backwards design & the power of big goals

As outlined in the Educational Vision, we intend for every lesson, every learning activity and every aspect of students' experience, from Reception through to Year 13, to be designed with the express purpose of building the knowledge, skills and dispositions to set students up for a happy, successful and fulfilled life at university and beyond. We are clear that this is a challenging undertaking, but intend to use backwards design, an instructional design technique invented by Wiggins and McTighe to make sure that every experience students have at the Academy is building towards this ultimate goal.

We will take the following approach:

1. Identify our desired results (the learning outcomes);
2. Determine acceptance evidence of success (how we will assess students progress); and
3. Plan learning experiences and instruction (how we will set up learning to ensure enduring understanding).

The figure below sets out how we will ensure that this vision is realised:

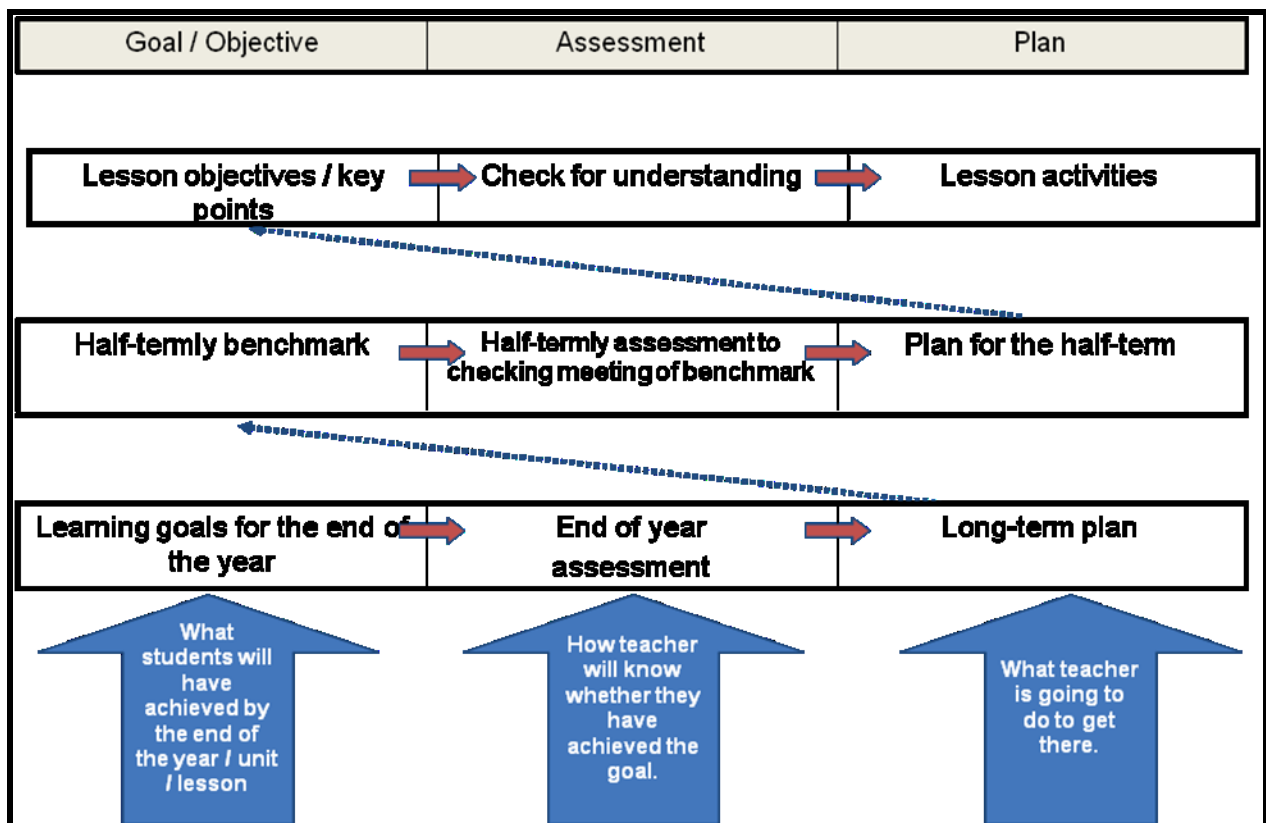


We will use A level and GCSE subject specifications to articulate the knowledge and skills that students need to be successful in their exams and then backwards design



where they need to be at the end of each year to be on track towards achieving this level. Within the year, we will set lesson, weekly, half-termly and termly benchmarks for students to check that they are on course, with teachers adjusting instruction and providing additional support where necessary.

At the heart of this approach to backwards planning lies rigorous instruction backed up by outstanding assessment. The figure below sets out how the targets set at the annual, half-termly, and lesson level will be assessed and planned informed by students' progress.



We have visited classrooms where this approach to backwards planning has transformed the pace, precision and intensity of teaching and learning. We will bring this same energy and focus to the whole Academy through our use of backwards design.

Integral to the process of backwards design, and fundamental to ensuring that its impact on student learning outcomes is truly transformational, is the need to set big goals. Teaching As Leadership, recently published by Steven Farr and representing the results of ten years analysing the most effective teachers and classroom leaders in Teach For America, attests to the power of big goals and their foundational importance in transforming the life opportunities of young people. At every level, from Principal to 4 year olds in Reception, the staff and students at The Reach Academy: Feltham will set big goals that will stretch, challenge and inspire us to realise our potential.



Increasing access

The cause of students from low socioeconomic backgrounds not accessing university is not only the grades they obtain. It is often misguided subject choice or combination which prevents students from entering a top university. Reach Academy notes the guide published by the Russell Group favouring traditional A levels over newer subjects. In line with the suggestion of the guide, we will ensure that all students doing A levels take at least two of maths, English, history, pure sciences and a modern language. The guide's author, [REDACTED] wrote that "I just felt I had to do something about the fact that teenagers are given such misleading information about what subject choices to make." Our students will not be misled.

As [REDACTED], [REDACTED] explains:

'In my role as Director of The Access Project I have regularly discussed with admissions tutors at Russell Group universities what they want from candidates for undergraduate places at their institutions.

There is a strong preference for the more traditional, so-called 'harder' subjects at GCSEs and at A levels. For students applying for vocational / professional subjects such as law and medicine, academically this should be demonstrated by ability in traditional subjects rather than GCSE or A level versions of the vocational / professional area of study.

Maths and Further Maths are probably the most respected A Levels; even for arts students at degree level, there is weight given to students who have also excelled in Maths and in maths-heavy sciences at A level.

It should also be emphasised that admissions tutors do take GCSE results seriously. This is because they are seen as a measure of a student's ability to do well in a range of subjects, and manage a range of different skills. At Cambridge the average student has more than 6 A*s at GCSEs in academically rigorous subjects, and this is becoming an expectation. A further point to make is that at GCSE the single sciences are of far more weight than the double award, and even less the BTEC.

A final point is that by far the most important measure of each candidate is their ability in the subject for which they are applying. Other aspects of any candidate's abilities - for example, team leading skills shown by captaining a sports team - are only really considered in terms of how this feeds into the candidate's likely ability to do well in the subject in question at degree level.'

At Reach Academy we will ensure that all of our students access a range of subjects and that they excel in them. We believe that students do not need to study a huge number of subjects, but they do need to study and excel in rigorous subjects to meet our goal of having the choice to attend a top university.



Our students will have the options of taking the following A level and GCSE subjects and will be given mentoring and support to ensure that they have the best opportunities available to them on graduating from Reach Academy.

A and AS level subjects available**GCSE subjects available**

English Literature
Maths
Further maths
Biology
Chemistry
Physics
History
Geography
French
Classical civilisation
Economics
Politics
Philosophy
Sociology
Psychology
Art
Drama

English Literature
English Language
Maths
Additional maths/statistics
Biology
Chemistry
Physics
History
Geography
RE
French
Art
Drama



All-through curriculum cornerstones

Please note

The assumption of this curriculum plan is that the Academy is at steady state. Reach Academy is aware that during start up there will be a catch up model in place. This model is highly dependent on the students entering the Academy and while it is possible to predict some common gaps in skills, we are confident that the curriculum plan and model outlined in the forthcoming pages, plus a highly individualised level of support and SEN provision where applicable (see [SEN plan](#)) will be sufficient to ensure that all students, including those entering the Academy in Year 7, will be able to achieve the ambitious goals set for them. We therefore have a model outlined in the next few pages that assumes a student has entered the Academy aged 4 years and will progress through the Academy until they graduate in Year 13. This plan involves setting aspirational goals for our students at every stage. Occasionally these targets are slightly different (higher) than the goals outlined in the vision of the Academy. This is because those goals, while already appearing ambitious compared the nationally expected levels of progress are only the acceptable minimum for students on a trajectory to a top university. The targets outlined herein are based on the highest possible attainment in the current British system of education. We will aim as high as possible so as not to do any of our students the disservice of assuming they are not capable of competing with the best. We will do, and support students and their families also to do, everything in our power to ensure that all aspirations are realised.

English

English is the cornerstone of the curriculum. Without secure knowledge of and ability to manipulate the English language our students will not be able to access the curriculum in any other subject. A lack of English (language and literature) will severely hinder the life chances of our students.

We have backwards planned the English curriculum from an A grade at A Level to enable us to plan for the progress of our students from Reception to Year 13. Backwards planning enables us to see that all students should be making approximately one national curriculum level of progress per academic year in order to be able to access the top grades at A level.

Below is a progression map showing the progression needed from Year 1 to Year 13 in order to access the top grades at A level in English.



Reading Year 13 (A Level A/B)³

Writing Year 13 (A Level A/B)

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

³ Based on OCR GCE English Literature 2008 specification



Reading Year 12 (AS Level A/B)⁴

Writing Year 12 (AS Level A/B)

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- | | |
|--|--|
| <ul style="list-style-type: none">– Communicate wide knowledge and understanding of literary texts;– Identify relevant aspects of structure, form and language in literary texts;– Explore, through critical analysis, how writers use specific aspects to shape meaning;– Generally use specific references to texts to support their responses;– Explore connections and points of comparison between literary texts;– Communicate clear understanding of the views expressed in different interpretations or readings; and– Communicate understanding of the relationships between literary texts and their contexts. | <ul style="list-style-type: none">– Structure and organise their writing well;– Communicate content and meaning through expressive and accurate writing;– Present relevant responses, using appropriate terminology to support informed interpretations. |
|--|--|

⁴ Ibid



Reading Year 11 (GCSE A/A*) ⁵	Writing Year 11 (GCSE A/A*) ⁶	Speaking and listening Year 11 (GCSE A/A*) ⁷
<ul style="list-style-type: none"> – Make cogent and critical responses to texts in which original and alternative interpretations are explored and evaluated; – Show originality of analysis and interpretation when evaluating moral, philosophical and social significance of texts, their appeal to audience, and patterns and details of words and images; – Show flair and precision in developing ideas with reference to structure and presentation; a – Make subtle and discriminating comparisons within and between texts. 	<ul style="list-style-type: none"> – Confidently engages the reader by writing imagined situations in an inventive and entirely convincing way; – Establishes a skilful and convincing narrative standpoint which is effectively sustained and varied; – Use of genre is entirely convincing, and tone is effectively sustained and varied by precise use of a sophisticated vocabulary; – Paragraphs are skilfully constructed and purposefully varied in length and structure, to control responses and create impact. A varied range of connectives and other linking devices helps shape/structure and reinforces cohesion; – Sentence structures are effectively varied and elaborated, with good control of subordination and co-ordination. A full range of structures, including some multiple complex sentences, is skilfully varied to precise purpose/effect; – Spelling is virtually all correct, across a wide vocabulary including complex irregular words; – A wide range of punctuation is used with precision, both between and within sentences, to produce deliberate effects. 	<ul style="list-style-type: none"> – Highlight priorities and essential detail when communicating complex ideas; – Show assured choices and flexible use of standard English vocabulary and grammar; – Use questioning to show understanding of complex ideas; – Develop ideas and challenge assumptions through responding flexibly and shaping talk; – Initiate, develop and sustain discussion through encouraging participation and resolving differences; – Create complex characters in drama and show insightful usage of dramatic devices to fulfil challenging roles; and – Explore and respond to complex issues, ideas and relationships in varied formal and informal situations.

⁵ Based on OCR GCSE in English (Opening Minds) 2003

⁶ Ibid

⁷ Based on WJEC GCSE in English 2010 curriculum



Speaking and listening Year 10 (GCSE C/B)¹⁰

Reading Year 10 (GCSE C/B)⁸

- Develop a perceptive personal response to texts;
- Show understanding of techniques by which meaning is conveyed and of ways in which readers may respond;
- Support responses with detailed reference to language, theme, structure and context; and
- Show analytical skill when exploring the implications, contemporary relevance, and historical context of texts, characterization, structure and tone, and the use of linguistic devices

Writing Year 10 (GCSE C/B)⁹

- Firmly engages the reader by writing situations which are convincing and imaginative;
- Clearly establishes and sustains narrative standpoint, which may be varied for effect;
- Genre is clearly established and tone is appropriately established /varied by the use of a wide range of apt vocabulary;
- Paragraphs are effectively used to develop structure and give cohesion, with some variety in the use of time and place and other connectives. Varied paragraph length and structure help to sustain interest;
- Sentence structures: a good variety of compound, complex and occasional multiple complex is used, for emphasis and to sharpen meaning. Subordination and coordination give variation of pace and focus;
- Spelling is secure across a range including complex regular and some complex irregular words, with a limited range of error; and
- A range of punctuation is used securely, both between and within sentences, sometimes to produce deliberate effects.

- Emphasise important ideas and communicate confidently to convey information, ideas and feelings;
- Adapt speech and non verbal communication for a range of audiences and situations;
- Make appropriate, controlled and effective decisions regarding standard English vocabulary and grammar;
- Challenge, develop and respond to what they hear in thoughtful and considerate ways, using questioning to clarify ideas;
- Identify useful outcomes of a discussion, and help to structure discussions through useful contributions;
- Create convincing characters in drama and use a range of carefully selected verbal and non verbal devices; and
- Respond skilfully and sensitively to explore issues and relationships in different situations and scenarios.

⁸ Based on OCR GCSE in English (Opening Minds) 2003

⁹ Ibid

¹⁰ Based on WJEC GCSE in English 2010 curriculum



Reading Year 9 (EP)¹¹

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

Writing Year 9 (EP)¹²

- Writing has shape and impact and shows control of a range of styles maintaining the interest of the reader throughout;
- Narratives use structure as well as vocabulary for a range of imaginative effects, and nonfiction is coherent, reasoned and persuasive;
- A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity; and
- Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

Speaking and listening Year 9 (EP)¹³

- Select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes;
- Initiate and sustain discussion through the sensitive use of a variety of contributions;
- Take a leading role in discussion and listen with concentration and understanding to varied and complex speech; and
- Shows assured and fluent use of standard English in a range of situations and for a variety of purposes.

¹¹ Based on the English National Curriculum Level Descriptors

¹² Ibid

¹³ Ibid



Reading Year 8 (Level 8/EP)

- Responses show appreciation of, and comment on a range of texts;
- Evaluate how authors achieve their effects through the use of linguistic, structural, and presentational devices; and
- Select and analyse information and ideas, and comment on how those are conveyed in different texts.

Writing Year 8 (Level 8/EP)

- Writing shows the selection of specific features or expressions to convey particular effects and to interest the reader;
- Narrative writing shows control of characters, events and settings, and shows variety in structure. Nonfiction writing is coherent and gives clear points of view;
- Vocabulary and grammar is used to enable fine distinctions to be made or emphasis achieved; and
- Shows a clear grasp of the use of punctuation and paragraphing through writing

Speaking and listening Year 8 (Level 8/EP)

- Maintain and develop ideas and speak purposefully in a range of contexts;
- Structure speech to develop argument, using apt vocabulary and appropriate intonation and emphasis;
- Make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion; and
- Shows confident use of standard English in a range of situations, adapting as necessary



Reading Year 7 (Level 7/8)

- Show understanding of the ways in which meaning and information are conveyed in a range of texts;
- Articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features; and
- Select and synthesise a range of information from a variety of sources.

Writing Year 7 (Level 7/8)

- Writing is confident and shows appropriate choices of style in a range of forms;
- In narrative writing, characters and settings are developed and, in non-fiction, ideas are organised and coherent;
- Grammatical features and vocabulary are accurately and effectively used;
- Spelling is correct, including that of complex irregular words; and
- Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

Speaking and listening Year 7 (Level 7/8)

- Confidently match talk to the demands of different contexts;
- Use vocabulary precisely and organise their talk to communicate clearly;
- Make significant contributions in discussion, evaluating others' ideas and varying participation; and
- Confident use of standard English in situations that require it.



Reading Year 6 (Level 6/7)

- Identify layers of meaning and comment on their significance and effect in reading and discussing a range of texts;
- Give personal responses to literary texts, referring to aspects of language, structure, and themes in justifying their views; and
- Summarise a range of information from different sources.

Writing Year 6 (Level 6/7)

- Writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate;
- A range of sentence structures is used and varied vocabulary creates effects;
- Spelling is generally accurate, including that of irregular words; and
- A range of punctuation is used correctly to clarify meaning, and ideas are organised into paragraphs.

Speaking and listening Year 6 (Level 6/7)

- Adapt their talk to the demands of different contexts with increasing confidence;
- Talk engages the interest of the listener through the variety of its vocabulary and expression;
- Take an active part in discussion, showing understanding of ideas and sensitivity to others; and
- Usually fluent use of standard English in formal situations.



Reading Year 5 (Level 5/6)

- Show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate;
- Identify key features, themes and characters and select sentences, phrases and relevant information to support views; and
- Retrieve and collate information from a range of sources.

Writing Year 5 (Level 5/6)

- Writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate;
- Vocabulary choices are imaginative and words are used precisely;
- Simple and complex sentences are organised into paragraphs;
- Words with complex regular patterns are usually spelt correctly;
- A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately; and
- Work is legible and attractively presented.

Speaking and listening Year 5 (Level 5/6)

- Speak and listen confidently in a wide range of contexts, including some that are of a formal nature;
- Engages the interest of the listener as they begin to vary their expression and vocabulary;
- Pay close attention to what others say in discussions, ask questions to develop ideas and make contributions that take account of others' views; and
- Begin to use standard English in formal situations.



Reading Year 4 (Level 4/5)

- In responding to a range of texts, show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction;
- Refer to the text when explaining their views; and
- Locate and use ideas and information.

Writing Year 4 (Level 4/5)

- Writing in a range of forms is lively and thoughtful;
- Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader;
- Vocabulary choices are often adventurous and words are used for effect;
- Students are beginning to use grammatically complex sentences, extending meaning;
- Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate;
- Full stops, capital letters and question marks are used correctly;
- Beginning to use punctuation within the sentence; and
- Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks

Speaking and listening Year 4 (Level 4/5)

- Speak and listen with confidence in an increasing range of contexts;
- Language is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly;
- Listen carefully in discussion, making contributions and asking questions that are responsive to others' ideas and views; and
- Use appropriately some of the features of standard English vocabulary and grammar.



Reading Year 3 (Level 3/4)

- Read a range of texts fluently and accurately;
- Read independently, using strategies appropriately to establish meaning;
- Show understanding of the main points and express preferences when responding to fiction and non-fiction; and
- Locate books and find information using knowledge of the alphabet.

Writing Year 3 (Level 3/4)

- Writing is often organised, imaginative and clear;
- Main features of different forms of writing are used appropriately, beginning to be adapted to different readers;
- Sequences of sentences extend ideas logically and words are chosen for variety and interest;
- The basic grammatical structure of sentences is usually correct;
- Spelling is usually accurate, including that of common, polysyllabic words;
- Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately; and
- Handwriting style is fluent, joined and legible.

Speaking and listening Year 3 (Level 3/4)

- Speak and listen confidently in different contexts, exploring and communicating ideas;
- Show understanding of the main points in discussion;
- Use relevant comments and questions to show careful listening;
- Begin to adapt language to the needs of the listener, varying the use of vocabulary and the level of detail; and
- Begin to be aware of standard English and when it is used.



Reading Year 2 (Level 2/3)

- Reading of simple texts shows understanding and is generally accurate;
- Can express opinions about major events or ideas in stories, poems and nonfiction; and
- Use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Writing Year 2 (Level 2/3)

- Writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader;
- Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops;
- Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible; and
- In handwriting, letters are accurately formed and consistent in size.

Speaking and listening Year 2 (Level 2/3)

- Begin to show confidence in speaking and listening, particularly where the topics interest them;
- On occasions, show awareness of the needs of the listener by including relevant detail;
- Speak clearly and use a growing vocabulary when developing and explaining ideas;
- Usually listen carefully and respond with increasing appropriateness to what others say; and
- Beginning to be aware that in some situations a more formal vocabulary and tone of voice.



Reading Year 1 (Level 1/2)

- Recognise familiar words in simple texts;
- Use knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud, although still can require support with this; and
- Express their response to poems, stories and nonfiction by identifying aspects they like.

Writing Year 1 (Level 1/2)

- Letters are usually clearly shaped and correctly orientated;
- Writing communicates meaning through simple words and phrases; and
- In their reading or their writing, students begin to show awareness of how full stops are used.

Speaking and listening Year 1 (Level 1/2)

- Speak about matters of immediate interest;
- Listen to others and usually respond appropriately;
- Convey simple meanings to a range of listeners, speaking audibly; and
- Begin to extend their ideas or accounts by providing some detail.



The English curriculum is derived from the national curriculum and specifications for GCSE and A level. Students will be encouraged to study English at AS and A level and teachers at the Academy will make lessons stimulating and rigorous ensuring that all students are able to access the curriculum, enjoy learning and be successful.

We will begin to teach students how to read and write from Reception, with an initial focus on speaking and listening, following the maxim that you need to say something before you can write it.

We will ensure that all students are at FSP 8 by the end of Reception. This will mean that their communication, language and literacy skills will be at a level where they are prepared to access and excel at Key Stage 1 and beyond.

Students will be given the opportunity to fully explore all aspects of English study during their schooling. From Year 3 to Year 8, a weekly 'Big Write' project will give students the opportunity to free write on a chosen topic. This will allow students to receive specific guidance on improving their writing, to become used to writing longer pieces and to express themselves through the written word; a skill which will be crucial to their success in public examinations.

Students will study a range of texts, reading them as a class or in small groups. For example from Reception students will read a mixture of information, fiction and poetry. As students move up the Academy they will be introduced to classic texts, and will develop a love of Shakespeare. We will study unabridged Shakespeare from Year 6 onwards and will provide opportunities for students to watch the play and act out scenes themselves.

To achieve these ambitious goals we will immerse ourselves in best practices in literacy teaching from around the world. In particular we will use the approach adopted by the most successful schools in the country, outlined in 'Reading by Six' to ensure that all of our students are reading by the end of Year 1. This will include:

- Using well-taught systematic phonics to teach reading, writing and spelling. Teaching is well-planned, fast paced, includes praise and reinforcement, perceptive responses, active participation by all children and shows clear evidence of progress.
- Opportunities to talk and listen in a range of contexts, while developing their familiarity with books and stories and knowledge of the meaning of words.
- Regular, rigorous assessment that identifies where students are struggling. Students are involved in assessment and receive regular feedback on their work.

Our phonics programme will use (and supplement) the Ruth Miskin ReadWriteInc. synthetic phonics programme. Our teaching of phonics using this programme will include excellent modelling, followed by partner discussion and teaching deeply embedded into every lesson. Children will begin blending as soon as they have their first five sounds.



In addition, children from reception to year 3 will receive explicit lessons in guided reading and writing and high frequency words. Children who need extra support will complete the units of sound programme on the computer to help their phonics (this will be particularly relevant to the intake at Year 7).

For information on assessment in English see [Assessment](#) below.

For more information about the importance of reading for pleasure at Reach Academy see [Drop Everything and Read](#) below.

Maths

“Mathematics provides a powerful universal language and intellectual toolkit for abstraction, generalisation and synthesis. It is the language of science and technology. It enables us to probe the natural universe and to develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living. Mathematical skills are highly valued and sought after. Mathematical training disciplines the mind, develops logical and critical reasoning and develops analytical and problem-solving skills to a high degree.”

Smith, 2004 Making Mathematics Count

Mathematics will play a central role in the curriculum at The Reach Academy: Feltham. We are convinced of the importance of Mathematics and its ability to develop and support our children's thinking, reasoning and problem-solving skills. ‘Mathematical Process and Applications’ is rooted at the heart of our curriculum. Through in-depth learning of mathematical concepts and the explicit teaching of problem-solving our students will build a secure framework of mathematical reasoning which they will use and apply with confidence. Furthermore, our focus on skills embedded in mathematics and the discipline of learning and using mathematics will provide our children with cognitive skills to be used across and beyond the Academy curriculum.

The acquisition of mathematical skills is vital for the life opportunities and achievements of our children. We have set challenging targets for our children which we firmly believe are achievable for all. Our vision is to ensure all students achieve the highest standards possible through receiving exciting, enjoyable teaching from creative mathematical teachers.



Each student will be able:

- To perform basic numeracy skills
- To perform the mathematical skills needed in his/her chosen career or for entry to higher or further mathematical education
- To understand the mathematics likely to be encountered in daily adult life
- To reason clearly and logically, and to set out a rational argument
- To identify patterns encountered in diverse situations and to extrapolate from these
- To approach problems systematically, choosing appropriate techniques for their solution
- To follow logical instructions clearly expressed
- To experience satisfaction in and enjoyment of his/her mathematical achievements
- To obtain any formal mathematical qualifications needed for his/her chosen career
- To obtain his/her best possible results at KS3, KS4, AS/A Level & other Sixth Form courses.

The Mathematics curriculum set out below is based on the National Curriculum for mathematics and A* grade descriptors for GCSE and A level predominantly drawn from Edexcel and AQA. It comprises of 4 attainment targets: Mathematical Processes and Applications, Number and Algebra, Geometry and Measures and Handling Data. This overview will be used to create unit plans from which individual lessons will be planned. Throughout there will be a strong focus on process skills, which will be embedded in unit plans and explicitly shared with the students. The curriculum will be enriched with opportunities to explore cross-curricular links and engage in project work.

In order to prepare students for this maths curriculum, at reception we will ensure that all students reach FSP stage 8 in all areas of mathematical development.

We will be drawing on best practice from around the world in order to help us to maximise the progress of our students. There are a number of curriculums which we have already identified as being particularly well regarded and resourced and according to data are contributing to excellent progress for students. Jump math is one such curriculum tool, as is Times Table Rock Stars; which applies lessons learnt about mastery of a new skill (practice little and often) to learning times tables. In particular Maths in Focus, The Singapore Approach teaches topics in greater depth



than other programs, as well as teaching problem solving explicitly, setting our students up for success in Maths and across the curriculum. In particular, the curriculum does the following things which will help us achieve our ambitious goals:

- Emphasises computational skills along with more conceptual and strategic thinking.
- Covers fewer topics in-depth and is carefully sequenced grade-by-grade.
- Covers concepts in one grade and in later grades at a more advanced level.
- Ensures that students master prior content, not repeat it.
- Encourages representing problems mathematically, using reasoning, and communicating mathematical content.

For information on assessment in maths see [Assessment](#) below.



Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 12/13	A*	<p><i>This descriptor is exclusively related to Mathematical Processes and Applications the content will be defined by the module choices for Year 12/13.</i></p> <p>Representing Students have a deep understanding of all the mathematical facts, concepts, techniques and models that are needed, and select appropriate ones to use in a wide variety of contexts in the real world.</p> <p>Analysing Students manipulate mathematical expressions and use graphs, sketches and diagrams, all with high accuracy and skill. When confronted with unstructured problems, they can devise and implement an effective solution strategy. If errors are made in their calculations or logic, these are noticed and corrected. Students make appropriate and efficient use of contemporary calculator technology and other permitted resources, and are aware of any limitations to their use.</p> <p>Interpreting and Evaluating Students can comment meaningfully on mathematical information. They give sensible interpretations of their results referring back to the given of the context of the original realistic situation and can make sensible comments or predictions. They make intelligent comments on the modelling assumptions and possible refinements to the model.</p> <p>Communicating and Reflecting Students use mathematical language correctly and proceed logically and rigorously through extended arguments. They can distil the essential mathematical information from extended pieces of prose having mathematical content.</p>			



Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 9	EP	<ul style="list-style-type: none"> Students critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables. 	<ul style="list-style-type: none"> Students understand and use rational and irrational numbers. They determine the bounds of intervals. They understand and use direct and inverse proportion. In simplifying algebraic expressions, they use rules of indices for negative and fractional values. In finding formulae that approximately connect data, they express general laws in symbolic form. They solve simultaneous equations in two variables where one equation is linear and the other is quadratic. They solve problems using intersections and gradients of graphs. 	<ul style="list-style-type: none"> Students sketch the graphs of sine, cosine and tangent functions for any angle, and generate and interpret graphs based on these functions. They use sine, cosine and tangent of angles of any size, and Pythagoras' theorem when solving problems in two and three dimensions. They construct formal geometric proofs. They calculate lengths of circular arcs and areas of sectors, and calculate the surface area of cylinders and volumes of cones and spheres. They appreciate the continuous nature of scales that are used to make measurements. 	<ul style="list-style-type: none"> Students interpret and construct histograms. They understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn. They select and justify a sample and method to investigate a population. They recognise when and how to work with probabilities associated with independent, mutually exclusive events.

Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 7	Level 7	<ul style="list-style-type: none"> Starting from problems or contexts that have been presented to them, students explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence. 	<ul style="list-style-type: none"> When making estimates, students round to one significant figure and multiply and divide mentally. They understand the effects of multiplying and dividing by numbers between 0 and 1. They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. They find and describe in symbols the next term or nth term of a sequence where the rule is quadratic. They use algebraic and graphical methods to solve simultaneous linear equations in two variables. 	<ul style="list-style-type: none"> Students understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. They understand and use compound measures, such as speed. 	<ul style="list-style-type: none"> Students specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.

Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 5	Level 5	<ul style="list-style-type: none"> In order to explore mathematical situations, carry out tasks or tackle problems, students identify the mathematical aspects and obtain necessary information. They calculate accurately, using ICT where appropriate. They check their working and results, considering whether these are sensible. They show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning. 	<ul style="list-style-type: none"> Students use their understanding of place value to multiply and divide whole numbers and decimals. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places. They solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. They construct, express in symbolic form and use simple formulae involving one or two operations. They use brackets appropriately. They use and interpret coordinates in all four quadrants. 	<ul style="list-style-type: none"> When constructing models and drawing or using shapes, students measure and draw angles to the nearest degree and use language associated with angles. They know the angle sum of a triangle and that of angles at a point. They identify all the symmetries of 2D shapes. They convert one metric unit to another. They make sensible estimates of a range of measures in relation to everyday situations. They understand and use the formula for the area of a rectangle. 	<ul style="list-style-type: none"> Students understand and use the mean of discrete data. They compare two simple distributions using the range and one of the mode, median or mean. They interpret graphs and diagrams, including pie charts, and draw conclusions. They understand and use the probability scale from 0 to 1. They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 3	Level 3	<ul style="list-style-type: none"> Students try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Students discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Students show that they understand a general statement by finding particular examples that match it. 	<ul style="list-style-type: none"> Students show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Students use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent. 	<ul style="list-style-type: none"> Students classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts. 	<ul style="list-style-type: none"> Students extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.



Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 2	Level 2	<ul style="list-style-type: none"> Students select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct. 	<ul style="list-style-type: none"> Students count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers. 	<ul style="list-style-type: none"> Students use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass. 	<ul style="list-style-type: none"> Students sort objects and classify them using more than one criterion. When they have gathered information, students record results in simple lists, tables and block graphs, in order to communicate their findings.



Year	Target Level	Ma 1 Mathematical Processes and Applications	Ma 2 Number and Algebra	Ma 3 Geometry and Measures	Ma 4 Data Handling
Year 1	Level 1	<ul style="list-style-type: none"> Students use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship. 	<ul style="list-style-type: none"> Students count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved. 	<ul style="list-style-type: none"> When working with 2-D and 3-D shapes, students use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events. 	<ul style="list-style-type: none"> Students sort objects and classify them, demonstrating the criterion they have used.



Science

Until Year 9 students at the Academy will not receive separate science instruction. They will follow a carefully integrated curriculum which will cultivate a love of science and an ability to think and behave like scientists, exploring concepts and discovering new knowledge. Students will emerge with the ability to plan, execute, analyse and write up an experiment. The teaching of Maths and Science will be structured with problem solving and associated skills which are core to success in mathematics being reinforced and extended through experiments and other work in science. Students will receive extended time to explore science themes during project days.

With our youngest students, science will be used to foster intellectual curiosity about the world and to investigating different elements. Students can link science with all other subjects. For example students may go and plant a seed, use maths to measure out distances between seeds and calculate volume of liquid to nourish the plant, science knowledge to describe why the plant needs water and sunlight, and English to write about their experience afterwards. Art or drama activities will help to deepen learning and ensure that it endures.

As students move through the Academy their scientific education will be driven by the same approach as described for English and Maths. We will backwards plan from an A grade at A level in each separate scientific discipline back through Sc1 (how science works), 2, 3, and 4 (biology, chemistry and physics) to ensure that all students are on a path to top grades and the opportunity to attend a top university. From year 9 students will have explicit science lessons in which the knowledge and skills already acquired will be honed, focused and practiced to ensure success at GCSE and beyond. Our intention is that all students at the Academy take separate sciences at GCSE given its high regard amongst university admissions tutors.

For information on assessment in science see [Assessment](#) below.

Humanities

Students at The Reach Academy: Feltham will enjoy exploring the world and this, combined with backwards mapping the curriculum from A grades in humanities A level and GCSE exams, will drive the design of the humanities curriculum. Through innovative teaching students will learn about cultures different to their own and the past. Humanities subjects are a much underused vehicle for developing skills of empathy and understanding in learners. Reach Academy will capitalise on this by having students use their project days to, for example, build the first spaceship to land on the moon, and write a historically accurate diary entry, followed by an empathic description of how the first man on the moon felt. Projects will explore earthquakes: the geology, acting out an earthquake drill and then designing buildings to withstand an earthquake. Humanities are relevant and exciting subjects in today's



global world and our students will be able to place themselves as a member of the global community.

As students progress through the Academy they will study topics in more depth, reading and comparing extended literature with accounts of different events in time. Day trips will explore all aspects of physical and human geography. Students will also be encouraged to take ownership over the environmental aspects of running the school and will be in charge of activities such as composting and recycling.

Religious Education shall be taught at Reach Academy through collective assemblies and discussions and debates on project days. Religious issues, alongside other topics, will arise when students are reading books and where possible we will choose books which allow the teaching of humanities through literacy. For example, Zephaniah's *Refugee Boy* provides opportunities to explore issues of race, immigration and identity.

Students will begin to study separate humanities in Year 9 where they will again hone and build on the skills and general knowledge already acquired. The majority of students will study both history and geography at GCSE, as well as RE. At Key Stage 5, students will be invited to take A level humanities subjects and build on the skills developed at Key Stage 4. Some of the subjects at Key Stage 5 will be new to the students such as philosophy, politics and economics and students will be supported to ensure that they make good subject choices based on their aspirations for university.

For information on assessment in humanities see [Assessment](#) below.

French (modern foreign language)

Students from the most affluent backgrounds, attending the most affluent schools, have access to one and usually two foreign languages. Speaking a foreign language is a critical component of a broad, balanced education, and can play a key role in building confidence of more reticent, lower performing students. At the Academy, we will ensure that every child learns to communicate fluently and comfortably in a foreign language, as well as develop essential language-learning skills, empowering them to take up additional languages in the future.

A body of evidence and global best practices, suggest that students learn languages best when they are younger, and that the best timetabling model is that of 'little and often'. We will start French in Year 1, with students developing their accent and pronunciation through learning and singing songs, and building a broad vocabulary far beyond standard school topics. Students will spend two years focusing on speaking the language, building their confidence in a safe environment, before being introduced to reading and writing when their pronunciation is secure.



In the Year 5-8 phase, students will build on this foundation, learning the most essential grammar but with an ongoing focus on communication and using language for the real-life purposes. Students will have several opportunities to travel to France and will contribute to a French language Academy newspaper and blog.

In Year 9, all students will be entered for GCSE French, with intensive support to ensure that all achieve at least a B grade.

In Key Stage Four, students interested in pursuing languages at A level and beyond will be invited to take an innovative, enriching course, which will build the most critical skills required to become fluent speakers, readers and writers, as well as preparing them to excel in French A level. Students will undertake two research projects: the first a written project on some aspect of French history, geography or culture, and the second a blog, including audio and video, focused on an ongoing news story related to a francophone country. Top performing students interested in learning a third language will have the opportunity to study it outside of the normal Academy day.

At Key Stage 5, students will be invited to take A level French and build on the skills developed at Key Stage 4.

Throughout students' language-learning careers, there will be meta-analysis of the strategies they are using and skills they are developing, and through self and peer evaluation students will keep track of how they are learning, so that they are able to employ the same strategies with a different language in the future. Students will use language for real purposes and will have regular opportunities to engage with the French diaspora in London, and to travel to France to fully immerse themselves in the language and culture.

For information on assessment in French see [Assessment](#) below.

Information and communication technology

ICT is a crucial part of the curriculum and will be treated as such at The Reach Academy, Feltham. Our model will ensure that all students receive a solid foundation in ICT, making them confident users of all technology and ensuring that technology supports their development. Students will see ICT as something to be harnessed and utilised to make learning and working more efficient and effective.

There are a number of methods for delivering ICT knowledge. In early phases some students may be removed during focus (see [Stage specific curriculum](#) below) once per week in small groups to build ICT skills. As students move up the Academy ICT will feature in two areas of the Academy week. Firstly, students will be taught and then practice using ICT to support research and knowledge acquisition. The delivery



of this knowledge shall take place in all lessons. Secondly, students will frequently use ICT as part of their Friday project, if necessary receiving training as part of the learning.

For information on assessment in ICT see [Assessment](#) below.

Creative arts

At Reach Academy the term ‘creative arts’ covers a range of artistic disciplines, from art to drama and music. We believe that it is critical that students have opportunities to express themselves creatively. We will create a culture where all contributions are honoured and respected. From the Foundation Stage onwards students will be given a range of these opportunities. They will be able to use their imagination and senses to explore and display a wide range of creative themes.

Students from Year 3 onwards will have one week per half term to explore a creative art in depth. This will typically mean students receiving an intensive week of art, drama or music once per half term, supported by time during the remaining 5 weeks of the half term. These Arts weeks will allow involvement from external agencies and will give students the opportunity to explore the discipline in a way that is normally not possible in a lesson setting. The topics and themes used will be those /that have been core the half term’s learning, thus reinforcing the learning. For example, a half-term focused on African literature in English might be accompanied by a week exploring African art or learning African drumming.

Each Arts week shall culminate in a performance or exhibition to enable families to see outcomes of their child’s hard work and to enable the child to have a chance to show off their work and develop pride in their achievements.

From Year 9 – 13 students will have the opportunity to study GCSE art and drama, building on the learning experienced in Arts weeks throughout their school career. If students wish to take GCSE music then Reach Academy would support this through external provision. Older students will also have the opportunity to support the younger years in their project weeks and creative arts lessons.

For information on assessment in the creative arts subjects see [Assessment](#) below.

Physical Education

All students at Reach Academy will have physical education lessons throughout their Academy career. In Foundation Stage physical education will serve the purpose of aiding students’ physical development as well as their social skills, such as working in a team. Throughout the Academy these skills will be built on and developed with Physical Education being a compulsory part of the Academy for all year groups.



Physical education in Years 3-8 will be time-tabled at the start of the day as we believe that it is important for students to engage in physical activity as it will enable them to concentrate during their academic studies and promote their overall well-being.

Drop everything and read (D.E.A.R)

Reading is crucial to students' success at GCSE and A level and beyond. As [REDACTED] notes:

'Let's face it: reading is the most important subject in Academy. It's more important than all the other subjects combined. If a child can't learn to read well and love to read, the chances of that child finding success and happiness on any level are low.'

[REDACTED], [REDACTED]

At Reach Academy, reading for pleasure will be a core part of every day. From reception onwards students will be given a book to take home and read and there will be opportunities every day for students to read independently, to read together and to be read to.

We will have a small library in each classroom and students will have their current reading book on their desks from year 3 onwards. Children will read their book in Academy and at home and each time they read they will complete a log of their reading. Students must read for 25 minutes every night and then spend 5 minutes completing a DEAR Log. This is a piece of paper which records their reading for the night in black or blue pen (student name, the book, page numbers read and at least 3 sentences that summarise what they have read). It will be the responsibility as parents to check and sign the DEAR log every night. Failure to do so will result in the student serving homework catch-up the next evening.

The Academy will provide training and support for parents to help them support their children's reading. Students will be tracked in their reading using Accelerated Reader. The programme has a range of books which are coded according to ability level. Students read the books and then take a short comprehension test. The test earns them points which can then be aligned to the Academy merit system.



An example of an accurate, neat and complete DEAR log is shown here:



Well-being

We are determined not only to provide students with an excellent formal education but also to promote their wellbeing, so that they feel good about themselves and function well. According to [REDACTED] of the [REDACTED], incorporating mindfulness in the curriculum (2011) makes a major contribution to students' wellbeing. By teaching students how to pay attention, mindfulness helps them to develop skills in concentration and to combat anxiety, enhancing both academic and social-emotional learning (Huppert & Johnson, 2010). As [REDACTED], the [REDACTED] ([REDACTED]) states: "Mindfulness teaches you that, whatever point you are at, you are whole and fine, and touching into that once or twice a day helps young people be more comfortable in their own skins." (cited in Irish Times, 2011).

Convinced that caring for the whole child-in-context is the only way forward, The Reach Academy: Feltham is committed to exploring how mindfulness-based approaches can enhance the lives of all those involved in the Academy: teachers, students and their parents.

Every teacher will be offered an eight-week mindfulness-based cognitive training course, in which they will both acquire a basic understanding of mindfulness on which to ground their work with students and learn the essential tools needed to avoid stress and burnout. Students of all ages will be taught appropriate mindfulness exercises designed to help them focus and concentrate, experience increased calm, empathy and self-awareness, and develop skilful ways to respond to difficult emotions. Mindfulness is ideally suited as a preventative approach to psychological difficulties such as depression which, it is now known, commonly strikes early in life, between the ages of 13 and 16 (Oxford Mindfulness Centre, 2011). Students with particular difficulties, such as poor impulse control associated with attention deficit hyperactivity disorder, may benefit from a mindfulness programme which can improve their concentration levels and decrease hyperactivity (Bogels, 2011).

As part of our holistic vision for Reach Feltham, we will explore mindfulness-based parenting programmes to support parents' capacity for managing the difficult task of bringing up children in an increasingly frenetic world. For example, practising mindfulness may help parents of children with ADHD become more accepting of their child, less negative and less judgmental, and thus promote greater harmony and stability in the family. In all of these ways, Reach Feltham hopes to enrich the lives of everyone involved in the Academy and thus substantially benefit the whole community.



Character education/Planet Reach

Some aspects of character education are mentioned in [Behaviour and attendance](#).

In light of the recent publication by Demos, *The Character Inquiry*, and lessons from KIPP and other charter Academy in the US, we are convinced that character education is a central part of a transformational education. Character education allows students of all ages to explore different aspects of their social development and to discover and develop the best character traits for certain situations. We agree that

‘Character should be at the heart of our responses to social problems.’

Demos, 2011

Character Education will fall under the heading Planet Reach on the timetable. Students will come to associate the term Planet Reach with making good choices. The core values of respect, endeavour, aspire, create and honour will be explicitly addressed, explored and analysed during Planet Reach lessons. In addition, any challenges in classes relating to character and social relationships can be discussed and resolved during the half hour sessions in the morning.

Personal, social, emotional and health education (PSHE)

Reach Academy: Feltham will follow the Early Years Foundation Stage Profile and then the national curriculum frameworks for developing PSHE in our students. PSHE is a crucial element and will be taught once per week, delivered in form groups by a form tutor. Where expert knowledge may be better suited, for example with regards to sex and relationships education, or personal finances, then external speakers will be brought in to work with the students.

In early phases the S.E.A.L. curriculum will encourage the development of social skills and aspects of the curriculum may be used in Years 6-8 where it would address a particular need amongst a form group or year group.

Non-academic skills curriculum

All students will acquire a range of skills during their time at Reach Academy, equipping them for success at university and beyond. The skills curriculum will underpin all learning taking place. Each lesson will address an aspect of the skill in focus with the Friday project addressing the skill in greater depth. Students will earn



certificates of proficiency in these skills at different levels. The teaching of the skill framework will be focused on Years 3 to 8, with the upper phases focussing on university readiness skills acquisition.

There are many skills frameworks available for use and we will formulate our own framework for the definition and measurement of skills acquisition. We intend to explore in greater detail the Studio Schools Create Skills Framework, Building learning Power frameworks, and Incert's skills framework. Our framework will borrow from these but focused on answering the following questions: firstly, what are skills required for university readiness? Secondly, what skills appear in the GCSE and A level subject syllabi we are focusing on? And thirdly, what skills will set our students up to continue to learn and develop into adulthood?

Learning skills

We believe that developing a range of skills and knowledge, for example touch-typing, neat handwriting, and general knowledge like European capital cities are useful and frequently overlooked. Planet Reach will be used for character education, but also for learning skills and knowledge that will ensure our students are better equipped to succeed at university and beyond. These will be enjoyable lessons and will build on learning in other subject areas, for example, learning skills might involve strategies for improving spelling followed by a spelling bee. Children will view skills acquisition as enjoyable and useful. Older students will be given opportunities to teach skills to younger students.



Stage specific curriculum

Reception

Reception at The Reach Academy will be foundation for students' development. Our ambitious goal is that 100% of the students will achieve point 8 on the Foundation Stage profile scale. To get there students will receive a rigorous education, tailored to meet their individual and specific needs. The main components of the curriculum at this stage will be free experience, English and maths.

Free experience will build on topics being covered in other areas and allow students the time and space to explore and learn independently, practicing skills and forming social relationships. Students will have a number of opportunities each day to partake in free experience. Students will choose from: small world, creative, fine motor skills, outside, role play, English and maths.

English is split into sections; phonics, big book and high frequency words, guided writing and guided reading. Students participate in a phonics group set by ability across Reception, year 1 and year 2 according to ability and will complete the Read Write Inc programme.

They will also participate in a big book and high frequency words session each day as mixed ability form groups. The groups will learn 5 high frequency words per week. Students will be able to write all 45 reception-level high frequency words before moving on to the Year 1 words.

Each student will participate in 2 or 3 guided writing and the same number of guided reading sessions in small groups with the teacher or trained teaching assistant each week. These sessions will use PM benchmarked reading books and comprehension tasks and the teacher will record student attainment and progress on a chart. Staff will bring props and stimulus materials to guided reading sessions to aid students' understanding.

Maths lessons will begin with a whole group introduction to a topic or mental arithmetic on mini-whiteboards, leading to small group work on the same topic. Each student will work with a teacher or teaching assistant 2 or 3 times per week in a small group.

Additionally students will have a Philosophy4Children (P4C) session each day where they will use a range of techniques to explore a topic. Often the topic will be decided by the students following the group reading of a stimulus material. Following the P4C session students will enter something called focus. Focus is a flexible time of the day which can be used for a range of purposes. It may be used to continue the philosophical discussion, or it may be used to address some aspect of emotional or



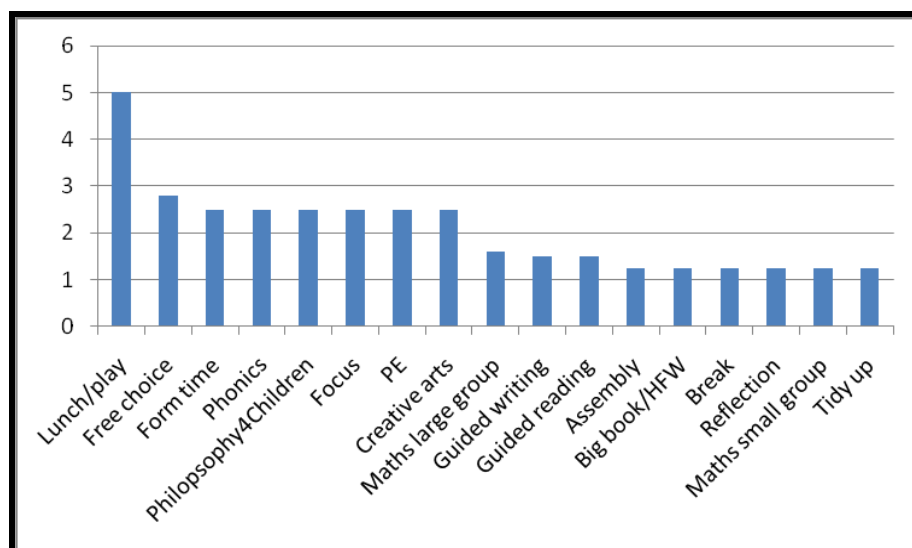
social development. This time will provide an opportunity for one to one support for students who need it most.

All students will enjoy a minimum of 2 hours per week P.E. and 2 hours per week creative arts instruction. Where applicable, external agencies may deliver aspects of this provision.

Exemplar Reception curriculum model - timetable

	MONDAY - FRIDAY	
Time	Form A	Form B
8.00 - 8.30	Optional morning club	Optional morning club
8.30 - 8.45	Form time	Form time
8.45 - 9.15	Phonics	Phonics
9.15 - 9.30	Assembly	Assembly
9.30 - 9.45	Big book/HFW	Big book/HFW
9.45 - 10.15	Guided writing/Free choice	Guided writing/Free choice
10.15 - 10.45	Guided reading/free choice	Guided reading/free choice
10.45 - 11.00	Break	Break
11.00 - 11.30	Philosophy4Children	Philosophy4Children
11.30 - 12.00	Focus	Focus
12.00 - 13.00	Lunch	Lunch
13.00 - 13.15	Reflection	Reflection
13.15 - 13.35	Maths large group	Maths large group
13.35 - 14.00	Maths small group/Free choice	Maths small group/Free choice
14.00 - 15.00	P.E	Creative arts
15.00 - 15.15	Tidy up	Tidy up
15.15 - 15.30	Form time	Form time

Exemplar Reception curriculum model – hours devoted per subject





Year 1 and 2

We will build an innovative curriculum for Years 1 – 2 grounded in the knowledge, skills and convictions students will need to flourish in subsequent phases. We will build this curriculum by identifying and learning from excellent practices both in the UK and internationally, starting with [REDACTED] and [REDACTED], both outstanding Schools led by [REDACTED]. We will also seek to learn from KIPP Elementary Schools such as [REDACTED] in Houston and TEAM Elementary Schools, as well as the best preparatory Schools in the UK.

There are similarities to the Reception model with an increased time for whole group instruction and the introduction of DEAR, grammar and spelling. Grammar and spelling will be taught rigorously and students will begin to read independently. During DEAR sessions, students will continue to receive guided reading instruction 2 or 3 times per week. Guided writing sessions will become more frequent as the year progresses and children will be introduced to the idea of 'Big Write' by the end of the year to ease the transition into Year 3.

Grammar and spelling lessons will be interactive and enjoyable, using techniques such as kung fu punctuation to help students fully engage with correct grammar, enabling them all to achieve a level 3 by the end of year 2. Literacy progress units will be used to boost student performance.

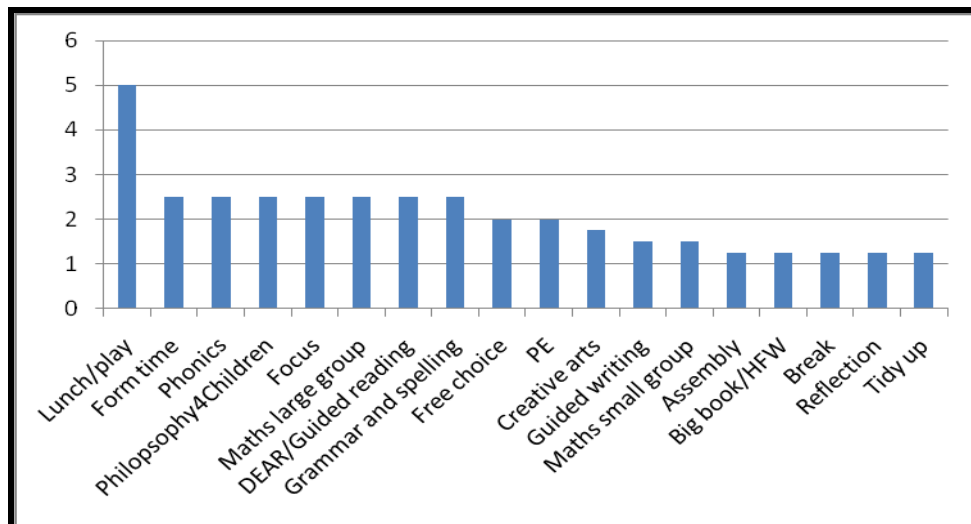
Focus will be used for a range of needs, for example, short handwriting intervention, or students may be placed in sets according to ability for maths or English extension or catch-up classes. Focus will also involve 15-20 minutes of daily French instruction. There will be slight variations between Year 1 and Year 2, for example Year 1 students will receive an afternoon break which is longer than Year 2 students (not shown on the timetable).

Exemplar Year 1 and 2 curriculum model – timetable

	MONDAY - FRIDAY	
Time	Form A	Form B
8.00 - 8.30	Optional morning club	Optional morning club
8.30 - 8.45	Form time	Form time
8.45 - 9.15	Phonics	Phonics
9.15 - 9.30	Assembly	Assembly
9.30 - 9.45	Big book/HFW	Big book/HFW
9.45 - 10.15	Grammar and spelling	Grammar and spelling
10.15 - 10.45	Guided writing/free choice	Guided writing/free choice
10.45 - 11.00	Break	Break
11.00 - 11.30	DEAR/Guided reading	DEAR/Guided reading
11.30 - 12.00	Philosophy4Children	Philosophy4Children
12.00 - 12.30	Focus	Focus
12.30 - 13.30	Lunch	Lunch
13.30 - 13.45	Reflection	Reflection
13.45 - 14.15	Maths large group	Maths large group
14.15 - 14.45	Maths small group/free choice	Maths small group/free choice
14.45 - 15.30	P.E	Creative arts
15.30 - 15.45	Tidy up	Tidy up
15.45 - 16.00	Form time	Form time



Exemplar Year 1 and 2 curriculum model – hours devoted per subject



Years 3, 4 and 5

Years 3, 4, and 5 will feature subtle differences in timetables between years, but has been simplified below. These years bridge the gaps between Key Stage 1 and Key Stage 3 and as such will involve the introduction of different behaviour and learning management systems, for example payslip and Friday project.

Students will be taught in two main blocks of English in the morning and maths and science in the afternoon. Maths and science will be taught back to back each day to enable flexibility in the curriculum, for example combining lessons to conduct an in-depth project or experiment inside or outside of the classroom.

DEAR will be much more independent, with guided reading happening less frequently, but including reciprocal reading, enabling students to take ownership over their learning and to collaborate with their peers.

English will take on a humanities focus in the choice of books and shall be complemented by a continuation of 30 minutes spelling and grammar instruction each day. We shall use the literacy progress units to boost student performance. Focus will continue to be a flexible time of the day, but will more explicitly be used for French instruction and /or PSHE/SEAL delivery.

Where applicable students will be placed in sets across the year group to maximise outcomes, but will also frequently be taught in mixed ability form groups.

The introduction of Friday project enables students to benefit from an in-depth exploration into a topic and cultivate a love of learning which will be at the heart of



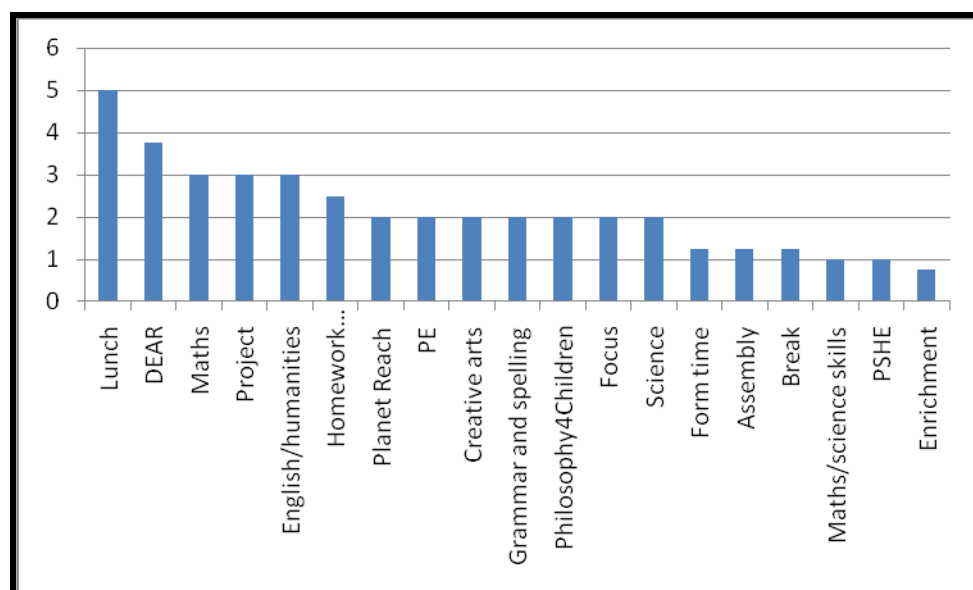
Reach Academy: Feltham. It also allows for a payslip to track behaviour and attendance choices during the week and for students to earn enrichment (or not).

Students' days are extended slightly to account for homework help and tutorials at the end of the Academy day, helping students to develop good learning habits.

Exemplar Year 3, 4, and 5 curriculum models – timetable

	MONDAY - THURSDAY			FRIDAY	
Time	Form A	Form B	Time	Form A	Form B
8.00 - 8.30	Optional morning club	Optional morning club	8.00 - 8.30	Soft Entry	Soft Entry
8.30 - 9.00	Planet REACH	Planet REACH	8.30 - 9.00	Payslip reflection/goal setting	Payslip reflection/goal setting
9.00 - 9.15	Assembly	Assembly	9.00 - 9.15	Assembly	Assembly
9.15 - 10.15	P.E	Creative Arts	9.15 - 10.15	PSHE	PSHE
10.15 - 10.30	Break	Break	10.15 - 10.30	Break	Break
10.30 - 11.15	DEAR	DEAR	10.30 - 11.15	DEAR	DEAR
11.15 - 11.45	Grammar and spelling	Grammar and spelling	11.15 - 11.45	Project	Project
11.45 - 12.30	English/Humanities	English/Humanities	11.45 - 12.30	Project	Project
12.30 - 13.15	Lunch	Lunch	12.30 - 13.15	Lunch	Lunch
13.15 - 13.45	Philosophy4Children	Philosophy4Children	13.15 - 13.45	Project	Project
13.45 - 14.15	Focus	Focus	13.45 - 14.15	Project	Project
14.15 - 14.30	Maths/science skills	Maths large group	14.15 - 14.30	Project	Project
14.30 - 15.15	Maths	Maths	14.30 - 15.15	Project	Project
15.15 - 15.45	Science	Science	15.00 - 15.45	Enrichment/Detention	Enrichment/Detention
15.45 - 16.00	Form time	Form time	15.45 - 16.00	Form time	Form time
16.00 - 16.30	Homework Help/Tutorials	Homework Help/Tutorials	16.00 - 16.30	Homework Help/Tutorials	Homework Help/Tutorials
16.30 - 17.30	HWCU/Detention/Clubs	HWCU/Detention/Clubs	16.30 - 17.30	HWCU/Detention/Clubs	HWCU/Detention/Clubs

Exemplar Year 3, 4, and 5 curriculum model – hours devoted per subject



Please note: On a Monday the Academy day will finish at 16.00 in order for a staff meeting to occur. All homework catch-up and detentions will roll over to Tuesday.



Years 6, 7 and 8

Years 6, 7 and 8 serve as the bridge to GCSE and A level study and therefore we will ensure that students possess the habits and skills for learning that they need to be successful. Students in this phase progress into longer English and maths lessons, with the English content humanities-driven and the maths content being driven by science wherever possible. In English we shall use the literacy progress units to boost student performance.

Focus and P4C disappear at this stage, in favour of small group tutorials before each English and Maths lesson to enable pre-teaching, catch-up and or extension as appropriate.

On Friday students will have payslip reflection, goal-setting and explicit teaching of PSHE (which will cover aspects of SEAL also). The project work will build on the previous three years and will enable students to hone their skills and explore learning further afield, for example a day trip to Paris. Planet Reach time will provide an opportunity for students to engage more explicitly with the Academy values and for students to develop ICT skills, learning skills and general knowledge.

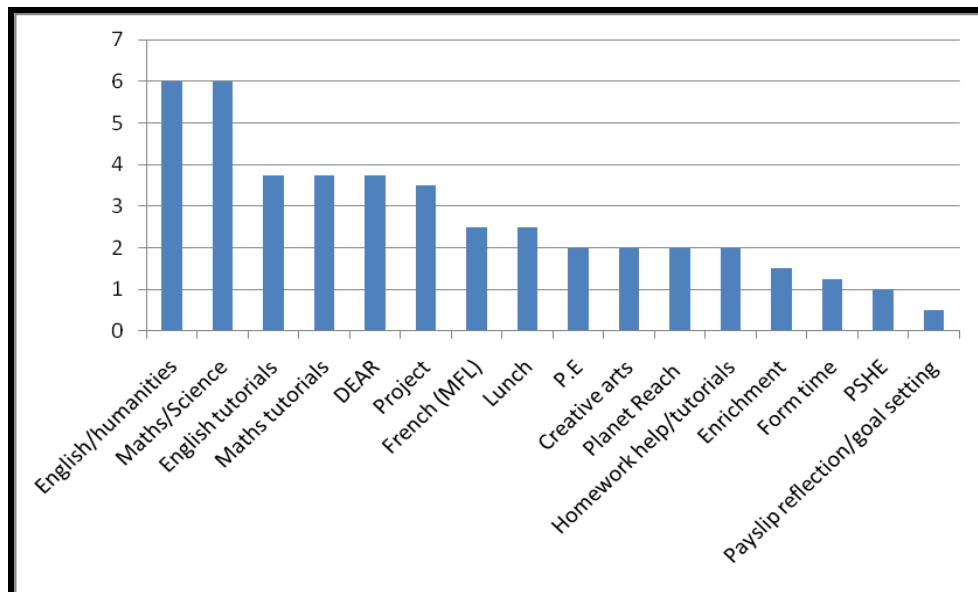
Exemplar Year 6, 7, and 8 curriculum models - timetable

	MONDAY - THURSDAY		FRIDAY	
Time	Form A	Form B	Form A	Form B
7.45 - 8.00	Soft Entry	Soft Entry	Soft Entry	Soft Entry
8.00 - 8.30	Planet REACH	Planet REACH	Payslip reflection/goal setting	Payslip reflection/goal setting
8.30 - 8.45	Assembly	Assembly	Year Assembly	Year Assembly
8.45 - 9.45	P.E	Creative Arts	PSHE	PSHE
9.45 - 10.00	Break	Break	Break	Break
10.00 - 10.45	DEAR	DEAR	DEAR	DEAR
10.45 - 11.30	English Tutorials	English Tutorials	Project	Project
11.30 - 13.00	English/Humanities	English/Humanities	Project	Project
13.00 - 13.30	Lunch	Lunch	Lunch	Lunch
13.30 - 14.00	MFL	MFL	Project	Project
14.00 - 14.45	Maths Tutorials	Maths Tutorials	Project	Project
14.45 - 16.15	Maths/Science	Maths/Science	Enrichment/Detention	Enrichment/Detention
16.15 - 16.30	Form time	Form time	Form time	Form time
16.30 - 17.00	Homework Help/Tutorials	Homework Help/Tutorials	Homework Help/Tutorials	Homework Help/Tutorials
17.00 - 18.00	HWCU/Detention/Clubs	HWCU/Detention/Clubs	HWCU/Detention/Clubs	HWCU/Detention/Clubs

Please note: On a Monday the Academy day will finish at 16.30 in order for a staff meeting to occur. All homework catch-up and detentions will roll over to Tuesday.



Exemplar Year 6, 7, and 8 curriculum model – hours devoted per subject



Year 9

In Year 9 students will study separate humanities subjects and science as explicitly separate from maths. This is to prepare students for their GCSE courses. It is our intention that 100% of our students will achieve a minimum of a level 7 in the foundation subjects by the end of Key Stage 3.

Students will receive additional French in year 9 as it is our intention that they will take their French GCSE at the end of Year 9 (see [French](#) above). Project days may therefore be used to provide opportunities for students to engage with native French speakers to improve their oral skills, or visit the theatre or cinema to watch French language productions.

All other aspects will be similar to those in Years 6, 7, and 8, simply with age-appropriate content.

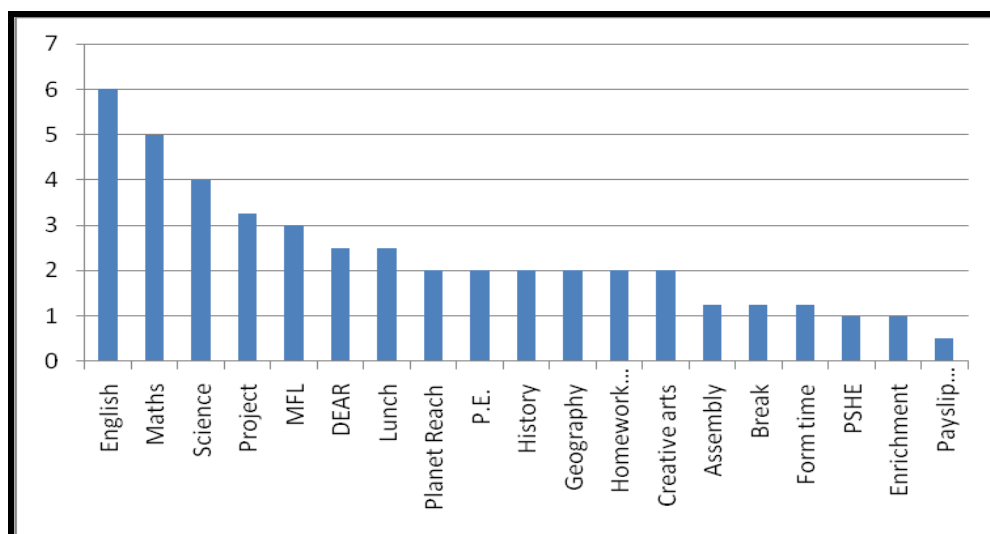


Exemplar Year 9 curriculum model - timetable

MONDAY - THURSDAY			FRIDAY		
Time	Form A	Form B	Time	Form A	Form B
7.45 - 8.00	Soft Entry	Soft Entry	7.45 - 8.00	Soft Entry	Soft Entry
8.00 - 8.30	Planet REACH	Planet REACH	8.00 - 8.30	Payslip reflectn/goal setting	Payslip reflectn/goal setting
8.30 - 8.45	Assembly	Assembly	8.30 - 8.45	Assembly	Assembly
8.45 - 9.45	P.E	Creative Arts	8.45 - 9.45	PSHE	PSHE
9.45 - 10.00	Break	Break	9.45 - 10.00	Break	Break
10.00 - 10.30	DEAR	DEAR	10.00 - 11.00	Maths	Maths
10.30 - 12.00	English	English	11.00 - 11.30	DEAR	DEAR
12.00 - 13.00	History	Geography	11.30 - 13.00	Project	Project
13.00 - 13.30	Lunch	Lunch	13.00 - 13.30	Lunch	Lunch
13.30 - 14.15	MFL	MFL	13.30 - 14.15	Project	Project
14.15 - 15.15	Maths	Science	14.15 - 15.15	Project	Project
15.15 - 16.15	Science	Maths	15.15 - 16.15	Enrichment/Detention	Enrichment/Detention
16.15 - 16.30	Form time	Form time	16.15 - 16.30	Form time	Form time
16.30 - 17.00	Homework Help/Tutorials	Homework Help/Tutorials	16.30 - 17.00	Homework Help/Tutorials	Homework Help/Tutorials
17.00 - 18.00	HWCU/Detention/Clubs	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs	HWCU/Detention/Clubs

Please note: On a Monday the Academy day will finish at 16.30 in order for a staff meeting to occur. All homework catch-up and detentions will roll over to Tuesday.

Exemplar Year 9 curriculum model – hours devoted per subject



Years 10 and 11

In Years 10 and 11 students will be working towards GCSEs. Built into the timetable is a commitment to students having at least one option on top of the subjects needed to achieve the English Baccalaureate. The Friday block gives students the option of enrolling in courses at local higher or further education institutions or engaging in a regular work experience placement as an alternative to an additional GCSE subject. Years 10 and 11 will be invited to engage in lunchtime activities, most of which will be physical activities. They will have more flexibility about the timing of their lunch



and will be encouraged to take on leadership positions having lunch with a younger year group.

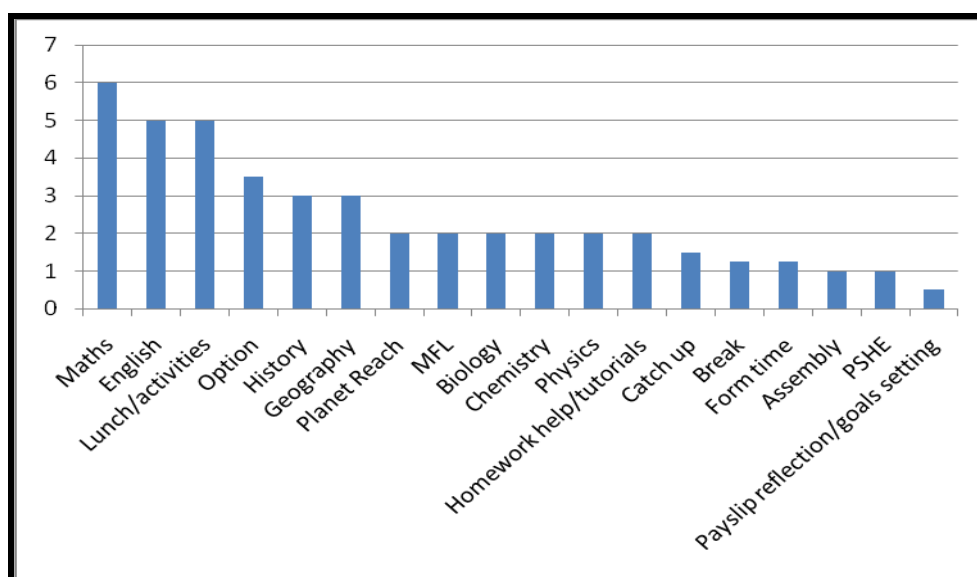
There is also built in catch-up time in addition to homework help and tutorial time, in order to give students additional support. We aim for all of our students will achieve grades A*-B in each of their GCSE subjects.

Exemplar years 10 and 11 curriculum model - timetable

	MONDAY-WEDNESDAY		THURSDAY		FRIDAY
Time		Time		Time	
7.45 - 8.00	Soft Entry	7.45 - 8.00	Soft Entry	7.45 - 8.00	Soft Entry
8.00 - 8.30	Planet REACH	8.00 - 8.30	Planet REACH	8.00 - 8.30	Payslip reflectn and goal setting
8.30 - 8.45	Assembly	8.30 - 8.45	Assembly	8.30 - 9.30	Maths
8.45 - 10.00	Maths	8.45 - 10.00	Maths	9.30 - 10.30	English Lit/lang
10.00 - 10.15	Break	10.00 - 10.15	Break	10.30 - 10.45	Break
10.15 - 12.15	Biology/Chemistry/Physics	10.15 - 11.45	Geography/History/Option	10.45 - 11.45	PSHE
12.15 - 13.15	Lunch/Societies/Activities	11.45 - 12.45	Lunch/Societies/Activities	11.45 - 12.45	Lunch/Societies/Activities
13.15 - 13.45	MFL	12.45 - 13.15	MFL	12.45 - 16.15	Option (incl. lunch)
13.45 - 14.45	English Lit/Lang	13.15 - 14.15	English Lit/Lang		Option (incl. lunch)
14.45 - 16.15	Geography/History/Option	14.15 - 16.15	Catch up/Option		Option (incl. lunch)
16.15 - 16.30	Form time	16.15 - 16.30	Form time	16.15 - 16.30	Form time
16.30 - 17.00	Homework Help/Tutorials	16.30 - 17.00	Homework Help/Tutorials	16.30 - 17.00	Homework Help/Tutorials
17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs

Please note: On a Monday the Academy day will finish at 16.30 in order for a staff meeting to occur. All homework catch-up and detentions will roll over to Tuesday. Please also note that students will be required to sign up to at least 3 lunch time activities per week, two of which will be a physical activity.

Exemplar years 10 and 11 curriculum model – hours devoted per subject





Year 12

Year 12 will see our students beginning their AS level subjects. The timetable has been planned with the intention that the majority of students will take 5 subjects in year 12, plus carry out an AS Level extended project in a topic of their choosing related to their desired university degree course. The skills required by the extended project should build on those acquired through the Friday project learning throughout the Academy. Beyond the extended project the block of time on a Friday may involve leadership activities, Open University courses or extended work placements.

Students will also receive a daily lesson in university skills which will cover everything from UCAS applications to managing finances and living in halls of residence, to ensure that our students are 100% ready for success at university and beyond.

Exemplar Year 12 curriculum model - timetable

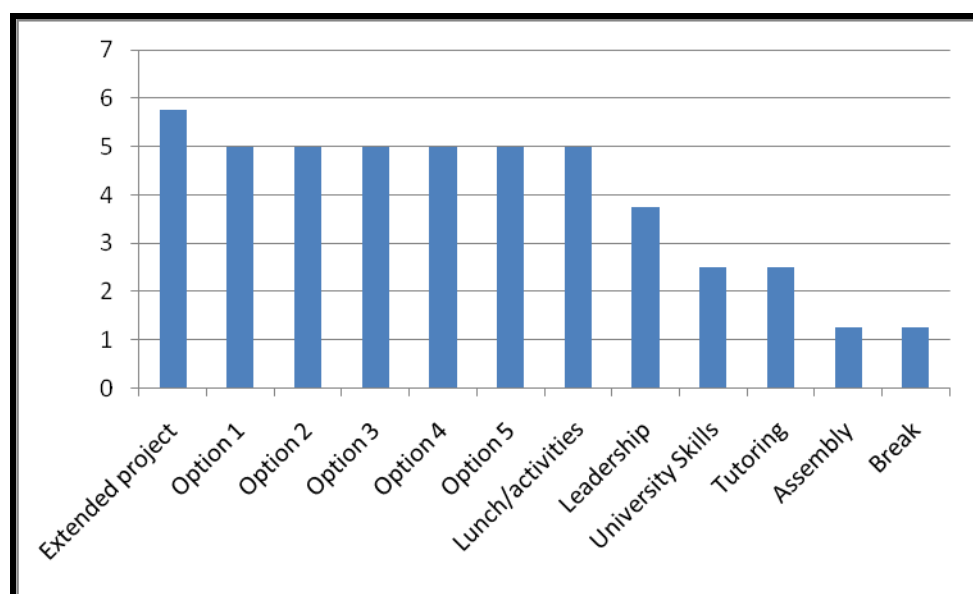
	MONDAY		TUESDAY		WEDNESDAY
Time		Time		Time	
7.45 - 8.00	Leadership	7.45 - 8.00	Leadership	7.45 - 8.00	Leadership
8.00 - 8.30	University skills	8.00 - 8.30	University skills	8.00 - 8.30	University skills
8.30 - 8.45	Assembly	8.30 - 8.45	Assembly	8.30 - 8.45	Assembly
8.45 - 10.45	Option 1	8.45 - 10.45	Option 4	8.45 - 10.45	Option 1
10.45 - 11.00	Break	10.45 - 11.00	Break	10.45 - 11.00	Break
11.00 - 13.00	Option 2	11.00 - 13.00	Option 5	11.00 - 13.00	Option 2
13.00 - 14.00	Lunch	13.00 - 14.00	Lunch	13.00 - 14.00	Lunch
14.00 - 16.00	Option 3	14.00 - 15.00	Option 1	14.00 - 16.00	Option 3
15.00 - 16.00	Option 3	15.00 - 16.00	Option 2	15.00 - 16.00	Option 3
16.00 - 16.30	Leadership	16.00 - 16.30	Leadership	16.00 - 16.30	Leadership
16.30 - 17.00	Tutoring	16.30 - 17.00	Tutoring	16.30 - 17.00	Tutoring
17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs

	THURSDAY		FRIDAY
Time		Time	
7.45 - 8.00	Leadership	7.45 - 8.00	Leadership
8.00 - 8.30	University skills	8.00 - 8.30	University skills
8.30 - 8.45	Assembly	8.30 - 8.45	Assembly
8.45 - 10.45	Option 4	8.45 - 10.45	Extended Project
10.45 - 11.00	Break	10.45 - 11.00	Extended Project
11.00 - 12.00	Option 4	11.00 - 12.00	Extended Project
12.00 - 13.00	Lunch	12.00 - 13.00	Lunch
13.00 - 14.00	Option 3	13.00 - 14.00	Extended Project
15.00 - 16.00	Option 5	15.00 - 16.00	Extended Project
16.00 - 16.30	Option 5	16.00 - 16.30	Extended Project
16.30 - 17.00	Tutoring	16.30 - 17.00	Extended Project
17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs



Please note: On a Monday the Academy day will finish at 16.30 in order for a staff meeting to occur.
All homework catch-up and detentions will roll over to Tuesday.
Please also note that students will be required to sign up to at least 3 lunch time activities per week, two of which will be a physical activity

Exemplar Year 12 curriculum model – hours devoted per subject



Year 13

The curriculum offer in Year 13 will be similar to that of Year 12, with study time replacing one or two AS level option not carried forward to A level. Students will continue to receive university skills sessions daily and will have Friday to explore other avenues of interest with the support of Academy staff.

Exemplar Year 13 curriculum model - timetable

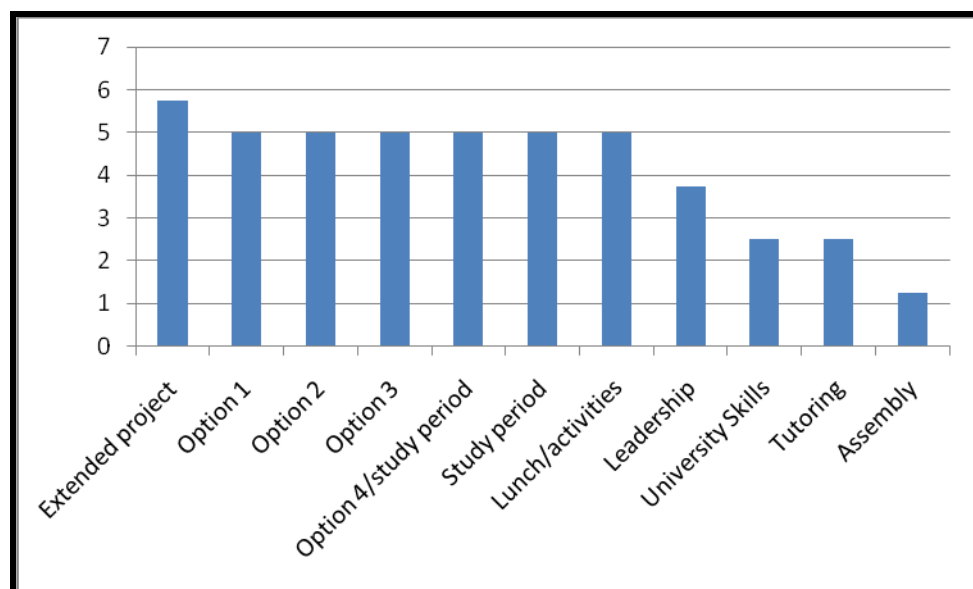
	MONDAY		TUESDAY		WEDNESDAY
Time		Time		Time	
7.45 - 8.00	Leadership	7.45 - 8.00	Leadership	7.45 - 8.00	Leadership
8.00 - 8.30	University skills	8.00 - 8.30	University skills	8.00 - 8.30	University skills
8.30 - 8.45	Assembly	8.30 - 8.45	Assembly	8.30 - 8.45	Assembly
8.45 - 10.45	Option 1	8.45 - 10.45	Option 4/Study period	8.45 - 10.45	Option 1
10.45 - 11.00	Break	10.45 - 11.00	Break	10.45 - 11.00	Break
11.00 - 13.00	Option 2	11.00 - 13.00	Study period	11.00 - 13.00	Option 2
13.00 - 14.00	Lunch	13.00 - 14.00	Lunch	13.00 - 14.00	Lunch
14.00 - 16.00	Option 3	14.00 - 15.00	Option 1	14.00 - 16.00	Option 3
15.00 - 16.00	Option 3	15.00 - 16.00	Option 2	15.00 - 16.00	Option 3
16.00 - 16.30	Leadership	16.00 - 16.30	Leadership	16.00 - 16.30	Leadership
16.30 - 17.00	Tutoring	16.30 - 17.00	Tutoring	16.30 - 17.00	Tutoring
17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs



	THURSDAY		FRIDAY
Time		Time	
7.45 - 8.00	Leadership	7.45 - 8.00	Leadership
8.00 - 8.30	University skills	8.00 - 8.30	University skills
8.30 - 8.45	Assembly	8.30 - 8.45	Assembly
8.45 - 10.45	Option 4/Study period	8.45 - 10.45	Extended Project
10.45 - 11.00	Break	10.45 - 11.00	Extended Project
11.00 - 12.00	Option 4/Study period	11.00 - 12.00	Extended Project
12.00 - 13.00	Lunch	12.00 - 13.00	Lunch
13.00 - 14.00	Option 3	13.00 - 14.00	Extended Project
15.00 - 16.00	Study period	15.00 - 16.00	Extended Project
16.00 - 16.30	Study period	16.00 - 16.30	Extended Project
16.30 - 17.00	Tutoring	16.30 - 17.00	Extended Project
17.00 - 18.00	HWCU/Detention/Clubs	17.00 - 18.00	HWCU/Detention/Clubs

Please note: On a Monday the Academy day will finish at 16.30 in order for a staff meeting to occur. All homework catch-up and detentions will roll over to Tuesday. Please also note that students will be required to sign up to at least 3 lunch time activities per week, two of which will be a physical activity

Exemplar Year 13 curriculum model – hours devoted per subject





A note on staffing in relation to the curriculum model

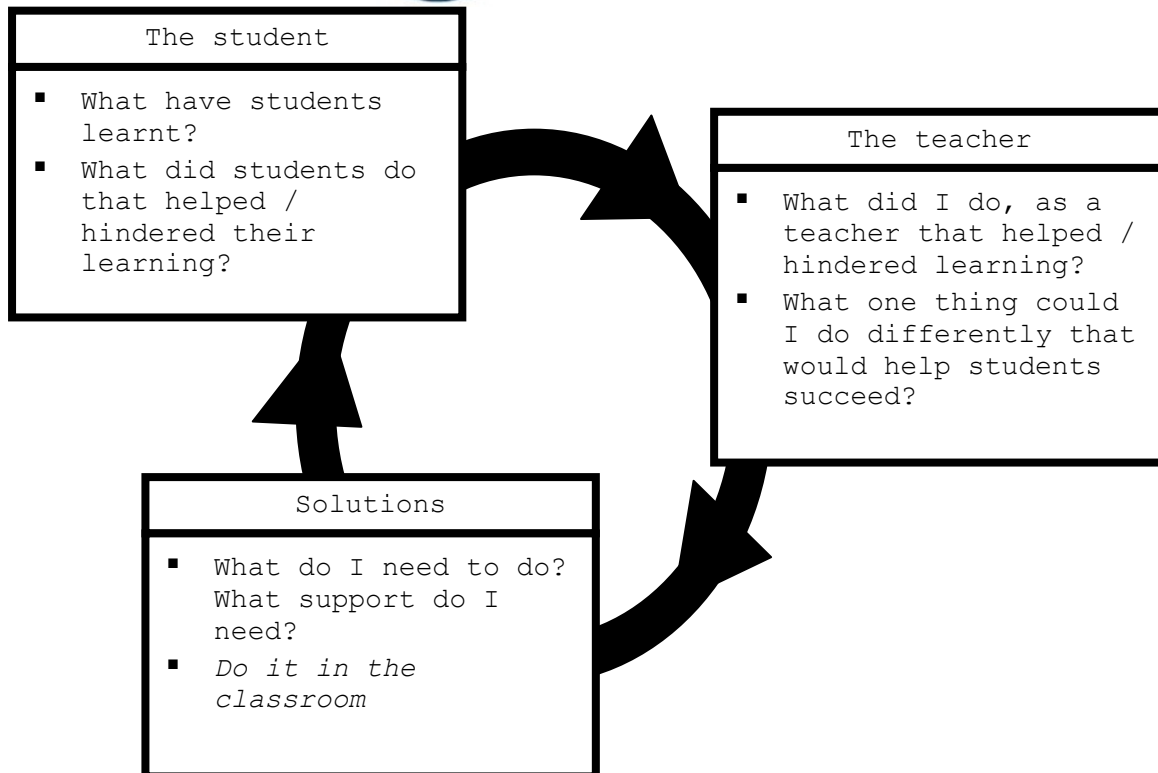
Our curriculum model has been designed with students' learning and progress at its heart. To truly prioritise students' success, we must do the same with our staff. In all years, particularly in Years 3-9 the English and maths loading has been timetabled so that the day could be flipped. In other words, while class A receives English instruction, Class B could be receiving maths instruction, and so on. This has been designed with three priorities in mind:

1. Staff teaching the same subject can meet in the session when they are not teaching, to discuss planning, assessment and the needs of individual students.
2. Staff teaching the same subject are able to observe the other teachers and engage in a dialogue about teaching and learning.
3. Subject teams take responsibility for Friday project on alternate weeks enabling the team non-teaching to meet, review the previous two weeks and plan for the coming weeks, alongside meeting with the Assistant principal responsible for the phase. Teachers will have fortnightly performance management meetings, sharing most recent data on student performance, analysing and reflecting on how they might adjust course. Together with their manager they will investigate what they might do to improve their students learning and where needed, teachers will have access to particular learning experiences to build any skills that they need.

Teachers at the Academy will be supported to constantly reflect on their practice with the aim of improving and maximizing student learning. Teachers will be supported to work through the following reflective cycle (below) to determine how their approach has supported and, in certain cases, hindered students' ability to make progress.

This reflection will be grounded in the assessment data on how students are progressing, as well as a range of other evidence including regular observations by Academy leadership, video footage of lessons and students' surveys. The teacher will play the role of an action researcher, constantly learning about what works. This reflection will inform:

- The learning objectives for the next lesson or sequence of lessons;
- The grouping of students and differentiation required; and
- The learning activities and strategies that are used.



Thus if the teacher has delivered a short lecture and students have not retained the information, the teacher will know that 1) the content needs to be re-taught; and 2) lecturing in the same way again is unlikely to work and an alternative learning activity will be chosen to ensure that we reach our goal of 100% of students being prepared for success at university and beyond.

Learning cycles

Learning at Reach Academy in English lessons will take place in cycles. These cycles shall last for 3 years in Years 3-5 and for 3 years in Years 6-8. The purpose of the cycle is to ensure that all students receive a rigorous and non-repetitive learning experience covering a broad range of topics across the humanities disciplines which will be delivered through English lessons (and through Friday project).

Each topic within the cycle shall last for five weeks, therefore students will cover 18 topics every three years. We have modelled this on the highly successful learning cycles used at Culloden Primary School.

The three year cycle allows learning to be organised on a phase wide scale, for example all of year 6, 7, 8 studying rainforests will have a clear focus on topic. Each 5 week block will begin with a 'hook' day, often a trip outside of the Academy to build motivation, excitement and establish relevance. The sixth week shall involve a creative arts project built around the same topic, for example an art project making the traditional jewellery of rainforest tribes.



Off-site learning

We are unyielding in our commitment that a lack of cultural capital this should not negatively impact our students' life chances. We know that young people learn in diverse contexts and intend to seek innovative ways to provide our students with opportunities for learning beyond the classroom.

We agree with the Learning Outside the Classroom Manifesto that an essential part of the personal development and learning journey of young people is experiencing the world beyond the classroom.

We take seriously the comment of Lord Puttnam that “we need to nurture a generation of creative learners capable of dealing with the immense challenges of this century”. We will seek partnerships with organisations such as Futurelab to link home and Academy to support learning, and with local partners to provide engaging opportunities for students to learn beyond the classroom. We will take the innovative work of Studio Schools as an inspiration and will benefit from the advice and counsel of [REDACTED], a [REDACTED] and the involvement of several Teach First Ambassadors who have created project curriculum for the organisation.

Virtual Learning Environments (VLE)

In our changing world, where Facebook, iPhones, and Wikipedia rule, schools must understand latest technologies and ensure their students' learning keeps pace with technological innovations. Schools across the country are using learning platforms to ensure that students have a broader, richer, more relevant learning experience; with the opportunity to explore Academy and community events, teacher/student communication, and extended learning online.

A virtual learning environment allows students to access an online learning structure specifically designed to enhance their learning experiences, as well as facilitating the acquisition of transferable ICT skills that can be used in other curriculum areas in Academy, in continuing education or training, and in employment. It will encourage students to engage in valuable collaborative learning experiences and receive online mentoring support from peers and teachers. The VLE at the Academy will be accessed through a link from the Academy website, which means that learning continues when students leave the classroom.

The VLE will enhance learning in different ways: teachers will use it to promote collaborative learning and peer support; the VLE will be the platform for storing and sharing information between staff and whole Academy events and achievements will be promoted through the VLE. In addition, the VLE will help the exchange and sharing of information, events and celebrations with stakeholders in community, notably parents and governors



Our VLE will give teachers the best tools to manage and promote learning, allowing them to conduct fully online courses or augment face-to-face learning. It will include activity modules (forums, databases, wikis, etc) aimed at building richly collaborative communities of learning around a subject. It will also deliver subject content to students. Teachers will assess learning using electronic assignments, submissions, and quizzes. Learning will be enriched through the use of embedded Web 2.0 material from sites such as youtube, as well as movies, powerpoints, vokis and audio. Teachers will find email facilities invaluable as a way to communicate with introverted students or those who are absent from Academy, and to make learning and feedback more personalised.

The Academy would seek to collaborate with the LA and make use of any existing platforms used in neighbouring schools in order to get value for money. We would seek to integrate the VLE with the Academy's Management Information System such as SIMS, so that student and class information is integrated. A further advantage of sharing a system with other local schools would be the opportunity for collaborating across schools and networks, and creating joint courses and groups via the VLE.



Assessment

Overview

A range of assessment will be used at The Reach Academy: Feltham. We will seek to use rigorous, proven and standardised assessments wherever possible.

Foundation stage specific assessment

Students will be assessed against the Foundation Stage Profile scale and it is expected that all students will achieve at least point 8 on the scale. Teacher will assess the students each day and will record progress against a set of descriptors. Once students have demonstrated a skill three times, they will be deemed to have mastered it. The teacher will update the e-profile every Friday.

Students will undertake a one-on-one diagnostic assessment on entry to the Academy and a termly one-on-one English and maths assessment. Diagnostic assessments will take place formally and informally at home visits and in September when the students join the Academy. Drawing from best practice in Sweden, our staff will record student progress (and encourage parents to do so also) using photographs and film clips, as evidence of mastery and to provide families with a record as the child progresses into year 1.

Diagnostic

Summer Academy diagnostic assessment

Staff will visit students in their Primary Academy prior to them attending summer Academy, and will conduct home visits. Both of these touch points will enable us to begin to form a picture of the student's needs and abilities.

When the students enter summer Academy in Year 7 they will complete a number of diagnostic assessments in English and maths in order to ensure that when they join the Academy, the curriculum is putting them on the path to University from day 1.

The diagnostic assessment in English will include; NFER grammar, spelling and reading assessments, Rising Star reading assessment (part of the Accelerated Reader programme used in DEAR), high frequency words tests, Units of Sound tests and Ruth Miskin phonics assessments plus a free writing assessment. This range of assessments will highlight specific needs and drive the process of tailoring the curriculum to meet the highest priority needs of students.



To ensure that all our students are making exceptional progress towards their target level, assessment will be a key feature of our Mathematics curriculum. Starting from our summer Academy, each student will sit a Progress in Maths 11 test, along with one-to-one timetables and mental arithmetic assessments, serving the same purpose as the assessments in English – giving teachers the insight and information they need to tailor the curriculum.

On-going diagnostic assessment

In every lesson, teachers will diagnose students' prior knowledge to teaching is accurately pitched. Starting a new topic or unit, teachers will conduct a diagnostic assessment to check students' awareness and grasp of the concepts and skills to be taught, and to ensure that every moment of instruction is pitched in what Vygotsky termed the 'zone of proximal development' of students. This process of diagnosing students learning will be most intensive in their early days in the Academy, and it is a further advantage of the Academy's structure – being all-through – that information and insights into students' progress can be shared across phases with a level of detail and a shared language which is frequently lacking in the primary to secondary transition.

Self- and peer-assessment

Crucial to students independent learning skills and their ability to continually improve as a learner, is their capacity to self and peer assess. At The Reach Academy students will familiar with 'green-penning' their work (self-checking and revising). From Reception students will be trained to give and receive graciously constructive feedback. Peer and self assessment shall be built into every lesson where appropriate and students shall see each other as excellent sources of information.

Pre- and post-learning quizzes

A further source of data about students' progress will come from pre and post learning quizzes. They will be used in Maths and English at the start and end of each learning cycle. In addition, they will be used at the start and end of each week focused on a specific topic or skills. For example, students in Year 7 might be learning about the use of a full stop. A Monday morning pre-learning quiz would cover various uses of the full stop. Once marked, the quiz would drive differentiated homework tasks addressing gaps in knowledge specific to that child. In lessons, the grammar focus would be the full stop and the drill led by students. On the Thursday students re-sit a similar quiz covering the same topics to evaluate progress. The highest growth on the quiz will constitute a certain number of merits. The bar for demonstrating mastery will be high and if necessary the topic will be re-taught.



See below for an analysis of pre and post learning quiz results. The table shows the post learning quiz result, the pre learning quiz results and the difference between the two. It is a powerful way of showing students where the gaps in their knowledge are and why they are achieving a certain level.

Total	32	29	16	22	28	41
3b total	100%	75%	50%	75%	100%	100%
3a total	100%	100%	100%	100%	100%	100%
4c total	75%	75%	63%	88%	88%	100%
4b total	63%	38%	38%	50%	63%	100%
4a total	50%	50%	0%	0%	0%	100%
5c total	86%	100%	29%	29%	86%	100%
5b total	40%	80%	0%	40%	20%	60%
5a total	67%	0%	33%	33%	33%	100%
6c total	60%	40%	0%	0%	20%	60%
Pre-learning Quiz	32			16		28
Difference		-3		6		13

Summative

A core element of the process of backwards design is commencing planning by setting out what success would look like. The teacher reviews an end of year or end of unit summative assessment, and uses it to drive planning. Thus the summative assessment plays a role in planning learning, but its primary use is to the student, teacher and the Academy in demonstrating student progress through a unit of work, term or whole Academy year. Our summative assessments will be significant moments in the life of the Academy, will inject urgency and focus and ensure that students become adept at revising, preparing and giving their best in any exam.

Formative

Every lesson at the Academy will feature several episodes of focused, rigorous and accurate formative assessment. All teachers will use multiple forms of assessment to gather the evidence needed to adapt teaching and learning methodologies in the classroom to the needs of the students. Our formative assessment will not be separate 'assessment' but will be integrated and embedded into learning activities, to save time and to ensure that students are assessed just as they have been taught.

Formative assessment data will provide rapid feedback and will be used by both teachers and students to identify ways to improve teaching and learning outcomes.



An integral part of formative assessment at the Academy will be students' own self assessment: "Thus self-assessment by students, far from being a luxury, is in fact an *essential component of formative assessment*. When anyone is trying to learn, feedback about the effort has three elements: redefinition of the *desired goal*, evidence about *present position*, and some understanding of a *way to close the gap between the two*. All three must be understood to some degree by anyone before he or she can take action to improve learning." (Black and William). We will make sure that our students can answer these three across the curriculum and teachers are constantly seeking ways to use formative assessment data to improve teaching.

Like other curriculum areas assessment in Mathematics will be a continual progress so for this reason "Assessment for Learning" is important. At all times planning for learning will be based on students' current level of knowledge and understanding. The structure of our small Academy will enable teachers to develop an in depth understanding of each students Mathematics progress and respond appropriately. Objectives will be both content and skill based and progress towards these challenging objectives will be measured each lesson through effective questioning.

An "APP" type tool will be employed to monitor progress towards targets in English, maths and science. It will be used to identify particularly strengths and weaknesses of individuals and sub groups within each class from which highly targeted intervention can take place both in the classroom and during 'catch-up' time.

Reflective

The Reach Academy: Feltham will be an Academy with the highest expectations of our students. In line with these high expectations is our desire to involve students in the process of assessing their progress. Through the process of reflective observation, our students will answer two questions: 'How are we doing?' and 'How can we do it better?'. We agree with Costa and Kallick that 'Intelligent people plan for, reflect on and evaluate the quality of their own thinking skills and strategies'. For this reason, we plan to make reflective assessment a central part of all learning experiences at the Academy, both inside and beyond the classroom. This regularity has been noted by Bond and Evans as essential in order to build consistency and efficacy in the skill in students. By making it a whole Academy policy, we will be able to maximise its impact and involve students in reflecting on their progress.

One way that students will be encouraged to be reflective learners is through the use of the Student Ascent Plan (PAP). Students will complete their PAP in each subject after each assessment and will be able to chart their progress towards their goal. In addition, through a dialogue with their teacher they will be able to plan their yearly and half termly goals, with specific action points. As example of a PAP:



Start Y6

Start Y7

Start Y8

End Y8

EP
8a
8b
8c
7a
7b
7c
6a
6b
6c
5a
5b
5c
4a
4b
4c
3a
3b
3c
2a
2b
2c

0

1 2

Autumn

1 2

Spring

1 2

Summer

1 2

Autumn

1 2

Spring

1 2

Summer

1 2

Autumn

1 2

Spring

1 2

Summer

Year 6

Year 7

Year 8



Student Ascent Plan – Half Term Reviews

Name		Subject		Year	
Autumn	1	I am starting the year on a level		This half term I want to get to	
		To do this I need to			
	2	This half term I want to get to			
		To do this I need to			
Spring	1	This half term I want to get to			
		To do this I need to			
	2	This half term I want to get to			
		To do this I need to			
Summer	1	This half term I want to get to			
		To do this I need to			
	2	In my end of year exam I want a level			
		To do this I need to			



Student Ascent Plan – Annual Targets

Name _____

Year _____

	Start of Year Level	End of Year Target	To get here I need to...	End of Year Achieved	What went well? Even better if?
Engli					
Math					
Scien					
Fre					



Learning time

Length of Academy day

For Reception the compulsory Academy day will run from 8.30 to 15.30 with the option of pre-school and after-school activities.

For Years 1 and 2 the compulsory Academy day will run from 8.30 to 4.00 with the option of pre-school and after-school activities.

For Years 3, 4, and 5 the compulsory Academy day will run from 8.30 to 4.30 with the option of pre-school and after-school activities and compulsory detentions and homework catch-up for those who need it.

For Years 6 to 13 the compulsory Academy day will run from 8.00 to 4.30 with the option of pre-school and after-school activities and compulsory detentions and homework catch-up for those who need it.

At Reach Academy we believe that having more time to learn and being able to take the time to give our students opportunities such as Friday project, work experience and other learning options means that they will be 100% prepared for success at university and beyond.

Length of Academy term

In order to make things easiest for families who may have children at more than one Academy Reach Academy will mirror the Academy holiday dates in the Local Authority, with the summer holiday and location of training dates being the only exception to that.

Length of Academy year

The Academy year will be 200 compulsory Academy days (including Summer Academy) for all year groups in the Academy. At Reach Academy we believe that a longer Academy year will lead to 100% of our students achieving their goals.



Transitions

Transitions between years and phases of schooling have traditionally been a difficult time. Students normally move from a small primary Academy to a large secondary Academy and encounter many hurdles in the process. Reach Academy aims to neutralise these hurdles in two ways.

Firstly, we have removed the arbitrary break point between Year 6 and 7 and instead introduced a looping system which bridges the gap between Key Stage 2 and 3 therefore supporting our students as they move into their early teenage years.

Secondly, the first and last half term of each year will shift in timetables to look more like the preceding or coming years. For example, the second summer half term in Reception and the first autumn half term will resemble an amalgamation of the two timetables, with the introduction of DEAR, but more free experience time than later.

Between each phase there will be a rite of passage which marks the growing up of the students and them moving through the Academy to positions of greater responsibility. These rites of passage might include graduation ceremonies, a change in uniform, or a trip overseas as a year group.

We will also put into place a rigorous system for ensuring a smooth transition from external primary schools to the school at Year 7 in the lead up to steady state, involving home visits, visits to primary schools and taster days, as well as the Summer Academy.

Summer Academy

Summer Academy will be compulsory for every year group in the Academy. The content of Summer Academy will vary by Year group, but shall remain constant year on year for each year group. Activities in the lower Academy (Reception to Years 2) will be centred on extending the learning that has taken place during the year, exploring one or two topics in real depth.

Summer Academy will also involve fun trips and time spent learning about the core values of Reach Academy.

In Years 3 – 8 Summer Academy will serve two purposes. It will build culture and community across the year group and the phase through team-building activities. It will also be the culmination of the year's work with the presentation of individual portfolios. Students will present and discuss their best work from each subject area, non-academic skill and creative week to a panel made up of staff, family and member of the community. During summer Academy students will also complete a mock UCAS form reflecting on their growth in the previous year.



From Years 9 – 13 Summer Academy will take on a much more fluid form allowing students to undertake extended trips, University summer schools, community service projects or extended work placements. The Access Co-ordinator will be central in supporting students to set and achieve their aspirations in these areas. Importantly, summer Academy is also an opportunity for new staff to learn the routines of the Academy and get to know the students.

Parental education

Central to our mission is our work within the community. At all stages of a child's development and journey through The Reach Academy: Feltham we will strive to engage the family and build strong relationships grounded in a shared purpose and a deep mutual respect.

Parents will be invited into Academy to learn about the topics their child will be studying in the coming learning cycle to help them offer support. Parents will be given workbooks and advance copies of homework tasks to facilitate that support. We are aware that some of our parents may have had negative experiences of education in their own life. We will work hard to break down any barriers and support parents to view education as valuable for themselves and their children. Teachers will also run parent-only or parent and child classes in all subjects, but predominantly in maths and English to foster good learning habits in the family.

Homework

Homework is an important pillar in ensuring the success of our students. In Reception students will have reading homework each night and will be expected to do 10 minutes per night. The amount of homework will increase for each year of schooling up to year 9. Students will therefore receive the following amount of homework each night.



Reception	10 minutes
Year 1	20 minutes
Year 2	30 minutes
Year 3	30 minutes in Academy (+30 minutes)
Year 4	30 minutes in Academy (+30 minutes)
Year 5	30 minutes in Academy (+35 minutes)
Year 6	30 minutes in Academy (+40 minutes)
Year 7	30 minutes in Academy (+45 minutes)
Year 8	30 minutes in Academy (+60 minutes)
Year 9	30 minutes in Academy (+75 minutes)

Students will always receive reading homework in addition to the above stated amounts. Children from Year 1 – 8 will receive maths, English and DEAR.

In Year 9 and beyond students will receive a wider variety of subjects. Homework in years below year 9 will always be due in the following day.

In all years students will receive a longer piece of homework at the weekend, commonly relating to their Friday project.



SEN plan

Background and overview

Special Educational Needs (SEN) refers to the additional requirements of children with learning difficulties caused by emotional, social, physical and sensory disabilities. The general principles of the SEN Code of Practice are:

- a child with special educational needs should have all of their needs met;
- the special educational needs of children will normally be met in mainstream schools or settings;
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education; and
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

These principals inform our approach to helping SEN students at the Academy to achieve. The code of practice list critical success factors in the meeting of needs. Reach Academy will perform each of these, focusing on the following in particular:

- LAs, schools and settings work together to ensure that any child's special educational needs are identified early
- interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents
- special education professionals and parents work in partnership

Reach Academy's mission is to make sure that all students receive a transformational education. In the context of SEN students, this means making any necessary adaptations so that they can access this education. As our stated goal is for all children to be able to attend university, the Academy will work to realise this for all our students, irrespective of their additional needs or attainment on entry. This will require investment in the highest quality of SEN leadership and delivery. Excellent provision will require effective monitoring and evaluation, as well as systematic record keeping so that interventions are timely, strategic and effective.

Leadership and responsibilities for SEN

As described in the staffing structure plans, the academy will have three key leaders of SEN provision at steady state. As an all-through Academy, these individuals will share expertise and provide continuity for students passing across phases through a joined up approach.



Role	Salary (approx)	Responsibilities
SENCo (Assistant Principal)		<ul style="list-style-type: none"> – Leading whole academy SEN strategy as part of SLT – Managing Academy-based provision – Providing professional guidance to Academy staff on matters relating to SEN – Liaising with parents, carers, external agencies, professionals and the LA
SEN Language		<ul style="list-style-type: none"> – Developing and delivering Language intervention throughout the academy – Performing the role of key worker to primary SEN students
SEN Inclusion		<ul style="list-style-type: none"> – Developing and delivering social and emotional intervention throughout the academy – Performing the role of key worker to secondary SEN students

Early identification of needs

As an all-through Academy, we will prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively in the Primary Academy. If needs are met effectively at Primary Academy, students will arrive at Secondary with an appropriate set of learning skills and knowledge to progress to success at GCSE and beyond and greatly reduce the pressures on the secondary Academy to address these while preparing for exams.

The Code of Practice states:

“The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the Academy.”



It is the Academy's express intent to acquire local funding to run a nursery, to provide the community with a high quality springboard into Reception. One of the drivers for this strategy is the opportunity to get to know our students, and therefore intervene if necessary as early as possible. In the absence or delay of nursery provision, we would build strong relationships with local nurseries, to provide a pipeline of knowledge about incoming students. Regardless, the Academy will conduct home visits to all incoming students as soon as they are known to the Academy (April before arrival to Reception in September – or earlier if a nursery is in place). These home visits will use an assessment framework to identify needs against the Early Years Foundation Stage profile and age-expected development (language and communication, physical development; personal social and emotional development). School leaders and nursery nurses will conduct these visits, so that the full needs are assessed, thus drawing a clear link between health and educational development in line with current recommendations set out in the *Tickell review*.

As students progress through the academy, additional needs will be identified by regular assessments of progress in academic and non-academic development. Students not making the expected rates of progress in the Academy will be assessed further to identify underlying difficulties and needs. Once appropriate interventions are identified, they will be applied immediately and evaluated regularly.

A multi-disciplinary approach

Reach Academy will be part of a team of professionals who support the complex needs of SEN students at the Academy. These will include several services which are provided or purchased from the Local Authority (or other providers) such as:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychologist
- School nurse
- Team Around the School
- Education Welfare Officer
- Social care (LACs and others)
- Others

Reach Academy will liaise and work cooperatively with these agencies and other schools to ensure high quality specialist provision is deployed wherever necessary. The Academy will utilise the Team Around the School framework to ensure Reach is at the centre of multi-agency work that supports our students. The SENCo will prioritise regular communication to ensure these other agencies are well informed of the needs of the students.



The use of School Action, School Action Plus and Statements to structure effective provision

Every student is unique. For this reason there are many “first-wave” personalised interventions to meet the needs of individual students, irrespective of whether they have been specifically identified as having SEN. These are detailed in the *Specific Interventions* section of the SEN plan (see below). This is the most efficient approach: leading to early application of interventions which benefit students who share the most common needs associated with language and literacy development. The structures and pedagogical approach of Reach Academy will lead to most students’ needs being met through their learning in a class setting. There will be, however, some students for whom additional interventions are needed. The nature of provisions required to meet the needs of students with SEN will be organised around three stages of need on the SEN register (School Action; School Action Plus; Statements). Whenever additional provisions are put in place, parents will be informed and consulted about the additional help that their child is to receive. If additional agencies, such as Local Authority services need to be involved, the student’s parents will be asked to give consent.

School Action

School Action refers to intervention(s) taken when a class teacher or the SENCo identifies a child with Special Education Needs that are additional to or different from those provided as part of the Academy’s usual differentiated curriculum offer and strategies. At Reach Academy these “usual” differentiated interventions will be extensive to match the high expectations of progress that will be in place.

Triggers for School Action will include a lack of progress despite in-class teacher intervention, poor attainment, or sensory, physical problems or communication and/or interaction difficulties.

Consultation of parents will take place which will make sure that an up-to-date picture of the student’s development at home is incorporated into the assessment of their needs. The SENCo will then determine the appropriate in- school provisions necessary to meet the needs of the student. It may be that consultation with external agencies for one-off or occasional advice on strategies or equipment is appropriate. This early signposting of need to external agencies will lead to the acquisition of appropriate expert advice as is necessary, as well as leading to a more joined up approach if further intervention of external agencies becomes necessary. By adopting early expert intervention, it may also limit the level of future intervention necessary by the agencies, thus limiting the drain on what are often scarce expertise and resources.

The placement of an individual on School Action at Reach Academy will automatically necessitate the creation of an Individual Education Plan (IEP). This



document will record the needs of the student and the strategies employed to enable the child to progress, as well as success criteria (that is, outcomes which will allow the SENCo to conclude that additional intervention is no longer necessary). The IEP will be discussed with the child and the parents. IEPs will be reviewed termly by the SENCo, in consultation with the students' teachers. In order to keep this process efficient, these reviews will be incorporated into routine parent meetings, which will occur termly (specific appointments with the SENCo will be made).

The nature of provisions that are appropriate will vary depending on the student but may include different levels of additional class support (for example in specific groups in class), or withdrawal for small group interventions. School Action may also include specific intervention from the class teacher above and beyond the "usual" range of in-class interventions.

School Action Plus

Where progress of students on School Action is still inadequate, or where substantial social, emotional or physical needs exist that affect the student's learning or that of their class, it will be necessary to acquire ongoing expert advice, support or direct intervention from external agencies. Such a decision should be taken by the SENCo at an IEP review meeting, in consultation with parents.

After the decision to place the student on School Action Plus, a new IEP will be produced, which will set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher. At Reach Academy, throughout Primary and Middle (6-8) phases, the classroom teacher will "own" the interventions and progress of students on School Action and School Action plus, to ensure interventions are founded clearly within the class setting. Teaching assistant support in class will be available in every class from Reception to Year 5, and as such, these students will often benefit from tailored intervention in the classroom through TA support. The SENCo will be responsible for disseminating and training teachers and teaching assistants so as to leverage the expert external agency support provided.

Statement of Special Education Needs (Statutory Assessment)

Statutory Assessment is the initial process which can lead towards a Statement and will be begun, by parents, Academy or both, when it is felt that the student already on School Action Plus demonstrates a significant cause for concern. Because Hounslow LA will carry out the assessment and are legally obliged to provide to meet the needs of the student as they assess them, the LA will seek evidence from the Academy that appropriate strategies of support have been planned, implemented and evaluated at *School Action Plus* for a reasonable time without success. For this



reason, and for monitoring and evaluation processes, highly effective recording systems will be in place from the start of the Academy.

The assessment is a lengthy process and it may result in a decision that no additional support is, after all, necessary. If the judgment of the Assessment is that additional support is required, above and beyond the resources of the Academy, then a Statement of Special Education Needs will be provided. The appropriate provisions will depend on the nature of the child's needs. As a small Academy we will look to work in partnership with the Local Authority's SEN department to ensure we maintain an environment which provides an efficient education to SEN students and other students, for example by signposting statemented students to areas of expertise at start up (see *Plans during start up phase (2012-2019)* section below).

Annual reviews and other statutory processes surrounding a Statement of Special Educational Need will be the responsibility of the SENCo.

Specific provisions to meet students' needs

Although it is not possible to list all the interventions that will be deployed at the Academy, because they depend on independent student needs, it is possible to outline the key interventions that will meet a significant proportion of the most vital needs. From experience of teaching in urban environments, there is a body of knowledge of "what works" in terms of whole-scale interventions to meet students' needs and to contribute progress. Reach Academy will build on best practice

School structure

We are confident, by looking at the experiences of exemplar Charter Schools and small schools in the UK, that the small-scale structures of Reach Academy will mean that no SEN student's need(s) will be "lost" at any time on their journey through the Academy.

The structures of Reach Academy will ensure that in Primary and Middle (6-8), each student will be explicitly known by their teachers, who will be few in number. This will ensure that teachers are able to appropriately tailor their teaching and care for students who they know very well in order to meet their individual needs. This will be done through detailed weekly and daily lesson planning. In the 6-8 phase of the Academy, students will continue to experience the close knit environment of a primary Academy, guaranteeing that teachers teach a smaller number of students and can tailor their teaching efficiently. This contrasts markedly to the experience of most Year 7 students as they transition to large secondary schools.

The small Academy model also creates inherent flexibility and an ability to adapt the Academy model to meet the needs of the students. Phase leaders will be



accountable for the outcomes of their phase. Phases are small with a maximum of 3 years (180 students) until Year 8, meaning that during these crucial years Academy leaders are in a position to alter provision and curriculum to meet the needs of students. Each individual SEN student becomes a much more significant part of the outcomes on which these leaders are judged.

Differentiation and teacher training

The SEN Code of Practice states that all teachers are teachers of students with special needs. As such, there will be very clear expectations on classroom teachers to meet student's needs *in the classroom*. Reach Academy lesson objectives, teaching styles and resources will be adapted and differentiated to suit the learning needs of all students. Teachers will be expected to plan specific provisions in order to meet the identified needs of any student with an IEP.

With many class settings throughout the Academy operating mixed-ability grouping, differentiation will be critical. Classroom observations and training will focus relentlessly on the quality of differentiation. The SENCo will be given clear performance management objectives around the level of support and training given to teachers, specifically new teachers, in this area. This focus is another important advantage of Reach Academy's plans to train our own teachers, so that these elements of differentiation are integrated into teachers' development from as early as possible in their training.

Tutorials in Primary and Secondary

Students' needs are often best met in a smaller group setting where the curriculum is tailored to address gaps or misunderstandings. One of the advantages of a small Academy model is the flexibility that it allows for adaptations to the timetable and groupings, because of the non-overlapping nature of different phases. In Primary and Secondary we will create as many such opportunities as are necessary for students to progress. There will be the option of pre-teaching of key concepts to students who need additional time to understand the concepts being covered before Academy or in tutorials.

Throughout the Academy, there will be structured time for catch-up tutorials. This will continue right through to Year 11. The curriculum models in this section (above) show how these sections will be timetabled. For example, 45 minutes will be provided four times a week in middle (6-8) phase. These catch up sessions will be planned as part of students' learning. Relevant revision and re-teaching materials will be provided for these sessions so that they achieve two critical aims: to support in class instruction so that students master the content and skills being taught; and also to plug underlying gaps in students' understanding. Staff capacity will be deployed to create smaller ratio groups in these sessions where appropriate.



Small group phonics

In Reception to Year 2, students will have phonics each morning for 30 minutes. All staff, TAs, nursery nurses, SEN staff and Primary Academy leadership will be deployed during this time, all having been trained in how to teach phonics. This will allow for differing group sizes, including much smaller groups for those significantly behind or with difficulty. If necessary, students will receive 1-1 phonics teaching during this time. This will allow specific learning difficulties associated with language to be addressed.

Character education and behaviour

Incidence of specific needs associated with behaviour (BESD) are increasing over time¹⁴ nationally. Behaviour needs are often associated with underlying learning difficulties, particularly at secondary Academy. Reach Academy will look to address these problems at source by investing in interventions to address the underlying problems (e.g. literacy difficulties). The Academy will also explicitly teach character education. Students, even from a young age, will be taught the values of the Academy (Respect, Endeavour, Aspire, Create, Honour), focusing on how these are put into practice at and beyond Reach Academy. We will use mindfulness and other strategies to help students concentrate and focus. Through this we will give all students the opportunity to have the language and behaviours of disciplined behaviour and thought. Service elements, for example peer tutoring or community service in secondary Academy, will allow students to develop positive character traits. We believe such proactive interventions, coupled with a very clear framework of rewards and consequences will limit the number of students who are identified as having behavioural Special Educational Needs.

In terms of behavioural special education needs, we plan for and expect these to be much less than in other schools because of the high and strict expectations that teachers and Academy leaders will have of their students. There will, however, be some students who find it hard to learn because of their behaviour needs. The use of two adults in the class (a TA at primary and in the upper phase (9-13), team teaching in middle phase) will often be an important provision to meet attention deficit or other behaviour needs. It may also be necessary for individual students to receive an adapted curriculum to ensure that they are successful. Adaptations may include

¹⁴ There has been a marked increase in certain primary need types of SEN in recent years.¹¹ For example, the numbers of students with behavioural, emotional and social difficulties has increased by 23 per cent between 2005 and 2010, to 158,000 students; the number of students with speech, language and communication needs has increased by 58 per cent, to 113,000 students; and the number of children with autistic spectrum disorder has increased by 61 per cent, to 56,000 students. – From SEN Green Paper, *Support and aspiration: A new approach to special educational needs and disability - A consultation* published March 2011



more pastoral support (mentoring from the SEN inclusion lead) or more small group or individual support to create structure and routine for these students that gives them a group learning environment where they can be supported to behave. Whilst there is some staffing capacity for such adaptations, severe cases will be funded by statemented funds to provide additional LSA hours. Reach Academy will also utilise local agencies, including the Hounslow Educational Psychology service to ensure local resources are utilised and that specialist advice is given.

Key-worker allocation

All students with a statement will be allocated a key worker. This will also be used for students on School Action Plus who present particularly severe needs or are deemed as at the verge of assessment. The key worker will be one of the SEN leaders, or where there is additional expertise a teacher, TA or Academy leader. The key worker will act as an accessible member of staff above and beyond their class teacher who will be a point of contact for the parent and the student through the Academy day if there are concerns.

Homework intervention

Many learning needs are exposed when students are tasked with independent work outside of the classroom environment. Reach Academy will have the same high expectations of the students' hard work outside of lessons. For some SEN students there will be a need to make sure they are supported to achieve success with this work. Reach will provide homework help and support (with supporting/tutoring staff) after Academy.

Possible impacts of Green Paper

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

Amongst these proposed changes, there are suggestions about process and organisation, for example the intention "to tackle the practice of over-identification by replacing the current SEN identification levels of School Action and School Action Plus with a new single Academy-based SEN category for children whose needs exceed what is normally available in schools". The fundamental aspects of the Academy's SEN provision will not be affected by this revision of assessment or categorisation of SEN students. Important aspects of the Reach's SEN plan, such as constant parental engagement and communication, and engagement and ownership of students' needs and provisions by classroom teachers, will remain in place. The



changes would however, provide clear guidance on how students will be assessed as SEN, as there would be a new approach to identifying SEN through a single, shared Early Years setting-based category and Academy-based category of SEN. This would be used to create an 'Education, Health and Care Plan'.

In terms of the impact on Reach Academy's SEN provision, one of the most significant changes suggested by the Green Paper centre is that of parent choice and control. Reach Academy is well placed to work effectively within such a new environment, because working closely with parents is central to the Academy's mission and approach. Green paper proposals would require schools to be transparent about available provisions that will be used for a particular student. Families may also be able to hold personalised funding by 2014 to give them greater control over their child's support, with trained key workers helping them to navigate different services. This and the recommendation that parents have access to transparent information about the funding which supports their child's needs, will mean that there will be greater clarity around the support offered to students. It will likely create stronger evaluation and monitoring of services (provided by multi-agency support) and also provisions in Academy. This underscores to the need for excellent leadership of the SEN department to ensure high quality tracking and management of SEN provision. As this is already a priority for the Academy the proposed changes will be accommodated effectively in the event that the Green paper proposals become law.

Plans during start up phase (2012-2019)

The plan outlined above refers to provisions at steady state. During the start up of the academy there will be additional adaptations and plans to ensure that SEN provision is of the highest quality during the growth of the Academy. It will be necessary to employ two of the three (at steady state) SEN leaders/staff from the start of the Academy. The SENCo will focus on secondary until year 3 when the third SEN member of staff comes on board. This will ensure that appropriate systems and procedures are created and embedded, and that students' needs are met from day 1. The language-focused and inclusion-focused SEN staff members will ensure that primary and secondary provisions are immediately operational. This will require visits to nurseries and primaries to meet with SENCos and teachers to identify needs early. There will also be home visits made to every incoming student. Clear assessment frameworks will be used at these home visits to ensure that student's needs are accurately and quickly identified.

For the first six years of growth, the Secondary section of the Academy will run an admissions intake for children at the end of Year 6. As a small, innovative family-orientated Academy in an area of increasing demand for Academy places, there will be many SEN students (and/or their parents) who will want to attend Reach Academy. Reach Academy will encourage students and their families to understand



the nature of the Academy and make informed preferences. The Academy will meet all parental preferences for students with a Statement of Special Educational Needs unless their admission would impede the efficient education of either themselves or other students.

In order to work effectively with Hounslow LA and other local schools we will be transparent about the needs that we are best placed to address by specialising in language and literacy difficulties including dyslexia. By doing this we will be able to quickly become a hub of best practice for the local area. This expertise will feed into the language and literacy work that will be occurring in the Primacy Academy. We will be able, as an all through Academy, to provide cross phase staffing and expertise to address literacy challenges expertly in the Secondary Academy. This specialism will act to signpost clearly to the LA and parents of statemented children where our strongest expertise lies to meet the needs of statemented students.

One of the reasons that Reach Academy is proposed as an all through (from 4-18) is so that it can avoid the challenges that are presented by the disruption to provision that occurs traditionally at transition from Primary to Secondary Academy. During these early years when Reach Academy will need to work with students arriving from other schools, with all the challenges that this will bring, it will need to adopt best practices of transitioning statemented students.

English as an Additional Language (EAL)

We will provide outstanding support for students who are non-native English speakers and ensure that they are all able to access the curriculum and realise their potential. Our provision will include:

- Beginning from a panoramic understanding of each student's linguistic background and its implications, which will be shared by all staff (for example, the length/type of previous schooling, languages spoken / written / read / understood, to what extent, in what contexts, specific implications of different languages). This deep and detailed understanding will inform our support and interventions.
- Where students need intensive interventions, we will access high quality EFL teaching from trained professionals to bring them to a level where they can access the core curriculum;
- Our intervention strategies will address *emotional and cultural*, as well as linguistic needs, including buddy schemes, games club, safe spaces, which we believe are as important as specific classes;



- We will provide excellent support to mainstream teachers in catering for EAL needs in their lessons, supporting them to meet students' needs and see the benefit to *all* of their students; and
- Our Academy culture will go beyond 'tolerating' or 'celebrating' all languages to one where they are simply the norm. Students have opportunities to get credit for home language through GCSE and A level, local groups use Academy facilities for community events, and the curriculum, canteen menus, staff (teaching and non-teaching at all levels), resources, trips, opportunities and aspirations reflect the diversity of the community within the Academy.



4.3 Organisation of students

Academic organisation

Steady state staffing structure

The structure of the staffing at Reach Academy: Feltham is directly correlated to all aspects of the Academy and is purposely designed to ensure maximum outcomes for the students. For the steady state staffing structure see [6.5 Leadership and staffing](#).

Year group model

Within each phase of the Academy, years 1 – 2, years 3 – 5 and so on, we will organise students and staff by year groups, both academically and pastorally. It is envisioned that wherever possible form tutors will 'loop' with their group of thirty students from the beginning of the phase to the end. So, for example, a child would have the same form tutor from year 1-2, year 3-5, year 6 to year 8 and so on. The pastoral security this affords the students is immeasurable. Students and their families will be well-known to the form tutors and to the Assistant Principals in charge of each phase. The knowledge and trust built up over time means that students' well-being, as well as their academic attainment, is carefully tracked and support is tailored to each student.

This structure, while powerful pastorally, will not always be appropriate for learning. We will, at times, group students by ability across years to maximise resources: for example in supporting struggling readers or in pushing the most able with more challenging projects and investigations (see [Mixed Ability Teaching](#) below).

In every lesson, teachers will ask; 'What is the best way to organise students to most comprehensively meet the learning goals and outcomes that I have set?' Assistant Principals in each phase will have the power to lead, and will be encouraged to organise students and teachers in the way that will have the biggest impact on students' progress and well-being.



Structure within year groups

Students will be organised into two form groups with 30 students in each group. These form groups will be mixed ability and will be the vehicle through which pastoral support, parental engagement and discussions about progress will be initiated and led.

Students will be taught for much of the time in one of two classes of 30 students. Across the whole all-through Academy students will be placed in ability-banded groups where appropriate. This may involve mixing the classes of 30 across the year group, or mixing students vertically through year groups.

Up to Year 8, teachers and support staff will be focused on a single year group, and therefore small teams of approximately six to eight adults will be responsible for the learning outcomes and well-being of 60 students. This is at the heart of our desire to be a small Academy, where every student is known as an individual, data about student progress and well-being are understood and analysed in context by all the adults involved in that students' education, and intervention is timely and effective.

Beyond Year 8, teachers will be organised by subject area and will be focused on GCSE and A level teaching. They will have a pastoral role with a year group as a form tutor, but learning outcomes and accountability around student progress, as well as development of pedagogy will be driven by Heads of Subject. These Heads of Subject will work with link teachers in earlier phases, for example a link teacher for English in each year group.

Class size

Form groups will be made up of 30 students, but class sizes for taught lessons will vary. Reach Academy is keen to explore the best learning environment for the students. As such there may be times when students are taught in groups of 2-3, and there may also be times when they are taught in groups of 60.

From Reception to Year 2 students will regularly receive small group (5-6 students) instruction from teachers. At all times Reach Academy will adhere to the infant class size rule of no more than 30 students in a class. This small group instruction from teachers will continue as students move up the Academy. For example in year 6-8 students will receive English and maths tutorials each day. These tutorials will be in small groups and will enable a range of activities such as pre-teaching, discussion, extension, or revision.

There may also be instances, for example MFL or some musical instruction, when it is both helpful and efficient to teach students in groups of 60 with one main teacher



and many supporting staff on hand. At Reach Academy we are clear that it is the quality of the teacher that has more impact on student learning than any other factor.

Allocation of students to form groups

Students will generally be allocated to form groups with students of a similar age range. However, Reach Academy is small and flexible and therefore able to adjust this if it were in the best interest of the child. For example if a child had missed a year of schooling and was of the age to traditionally be placed in year 8, then we may, after assessment of the student, decide to place them into year 7. Students will always be allocated to classes to provide a mixed ability range in English and maths in each class, along with a mix of personality and other needs that will be most conducive to ensuring outstanding learning outcomes. This method of mixing students will be used across all subjects to provide continuity in the form groups of the students which will provide the basis of each student's support network.

When deciding how to allocate students to Reception classes the knowledge gained on home visits will be vital. While it is important that students remain in the same form group for as much of their time at Reach Academy as possible to provide stability and an ability to develop deep friendships and establish social networks, groups can always be fluid if the need arises. The flexibility of a small Academy means that the pastoral and academic needs of every individual can truly be met.

Students will attend a Summer Academy from Year 6 – 13 (see [Summer Academy in 4.2 Curriculum and organisation of learning](#)).

When the Academy is in start-up with an entry point at Year 7 students will attend summer Academy prior to their entry at Year 7. On entry to Summer Academy they will be allocated to classes based on data from primary Academy, primary Academy visits and home visits. Immediately after summer Academy all staff will have a meeting and decide which class to allocate students to, taking care to spread abilities and needs across the classes and also being mindful of mixing students from a range of feeder primary schools.

Setting according to academic need

Students at all stages on entry to the Academy (at age 4 or age 11) will be operating at a range of abilities in terms of personal, social and emotional competencies, as well as academic levels. At Reach Academy we believe that all students are capable of achieving highly academically and we will support them to do so. This will mean producing a curriculum which caters for each child's needs, and organising the students so that the curriculum may be delivered in the best possible way to meet those needs.



It is therefore vital to have parts of the day and curriculum taught in groups where students are placed in sets according to academic ability in a certain area. The groups will be fluid and will be defined by student performance on a range of indicators (see [4.4 Student development and achievement](#)). Students will be communicated to clearly about the learning journey they are on and the fact that each person's journey is slightly different due to their starting position and previous education (see [Assessment in 4.2 Curriculum and organisation of learning](#)). It is critical that students do not feel that they are in the 'bottom set'. We have seen through our own teaching experience and visits to schools that setting of students for all lessons can lead to negative emotions in students and all stakeholders lowering expectations of groups of students. The Academy will create an environment where each person's endeavours are honoured and their aspirations respected.

A good example of setting according to need is with phonics groups. From Reception, students will be placed in phonics groups according to ability. To ensure these groups are the most appropriate and that staff provision is maximised it will be standard practice to group students across the year group, in other words to set the group of 60 students rather than two groups of 30 students. In some case it may be appropriate for students to join a phonics group with younger students. The size and ethos of Reach Academy means that this will be possible and the best learning outcomes for students will be at the centre of all decisions.

It is our belief that the gap between the students with the highest and lowest attainment on entry to the academy will quickly close as they progress through the academy due to the quality of instruction they receive and the level of pastoral support ensuring that they are emotionally equipped to deal with growing into a young adult.

It is likely that we will consider organising the students into sets for maths GCSE in order to enable those students who are capable to begin AS maths or to take statistics. This may vary between cohorts as all structures at Reach Academy are flexible and able to be adapted to best meet the needs of each individual students, class and cohort.

Mixed ability teaching

Throughout the Academy, students will at times be taught in mixed-ability groups. The size of the Academy lends itself to mixed ability teaching and we are confident that this approach to organising learning will be extremely beneficial to students.

A study by Teach First Ambassadors and teachers recommended that all children should be taught in mixed-ability classes to boost standards and self-esteem among all students, a view we support. We also note research by [REDACTED] and [REDACTED], that children in mixed ability mathematics classes outperformed those



grouped by ability. Thus, for subjects outside English and Maths, for example MFL and humanities, we also intend to group students by mixed ability.

One particular benefit of mixed ability grouping is the opportunity for students to play a more active role in leading aspects of learning. We believe that reciprocal teaching and peer tutoring can play a central role in fostering enduring understanding of knowledge, skills and concepts, and see the mixed ability classroom as the perfect environment to foster this practice from all students. Mixed ability teaching also provides an opportunity for students to support each other emotionally and to learn and practice qualities such as patience and empathy. Such qualities, we believe, lead to the creation of a more respectful learning environment for all students.

Flexible grouping

One of the benefits of the smaller unit and having a small, dedicated group of teachers leading the instruction of a year group is that there is the opportunity to be flexible in the way student learning is structured and the way students are grouped. Particularly in the Years 3-5 and Year 6-8, but throughout the Academy, we will constantly ask whether particular types of learning are best executed outside the traditional grouping of 30 students in the classroom.

Some learning will be more appropriately done in a larger setting, where one teacher with particular expertise might lead the learning of a bigger group, likely a whole year group or potentially two year groups. In this model, other teachers would support and assist students, who would work in smaller groups. This approach will be particularly useful when students are working on projects and in off-site learning, although our intention is to normalise this model so that students see this as typical part of learning and a standard maths lesson could be taught to this larger group. We have seen classes of 60 children fully engaged and focused on their learning in different countries and intend to maximise the resources available to ensuring that students are happy to be taught in that setting.

Equally we have seen Junior Colleges in Singapore where students studying for A levels study in lecture theatres with 500 students in attendance. We see that as critical to preparing our students for University, and will make lectures an integral part of teaching and learning in Years 9-13, equipping students with the note-taking and other skills to fully benefit from this style of learning.

At the other extreme, we will prioritise small group tutorials for students who need it. Through rigorous and accurate diagnostic and formative assessment (see [Assessment](#)), we will identify students who need extra support to meet our ambitious goals for them (and their ambitious goals for themselves), and will set up small groups focused on particular skills and objectives. Flexibility in the timetable will ensure that the students' main subject teacher leads the planning for this small group

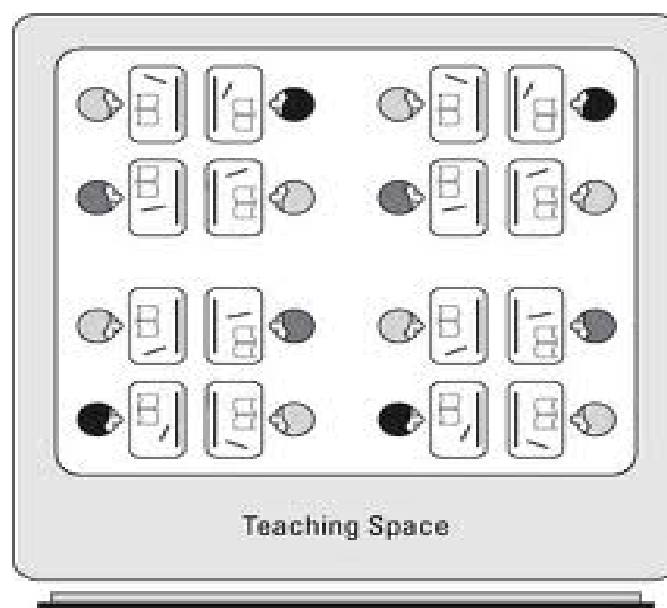


tutorial learning, ensuring that the tutorial flows directly from the lesson and build the same skills. Small group tutorials will be critical to ensuring that our most vulnerable students and those entering the Academy at the lowest levels receive the support they need to grow and flourish.

Seating arrangements

Just as with the overall organisation of students, within a lesson, our teachers will ask critically: 'What organisation of students is optimal for achieving my learning outcomes?' Teachers will be empowered to organise the learning space as they see fit, with different structures fitting different learning activities and intended outcomes. We will encourage teachers to use centres and carousels throughout primary and beyond as a tool for effective differentiation; while in Year 6-8 we will build students' comfort working in lecture style, a café style, circles without desks, and any other approaches our teachers want to try. In purchasing classroom desks and other furniture we will ensure that it is easy to move and rearrange all learning spaces.

The figure to looks at one example in more detail:



In this model, students are organised in a café style, which provides opportunities for differentiating and promoting support from students for each other, as well as jig-sawing, a great way to inject variety, challenge and build responsibility in students.

- Students are organised into groups of four by ability, with two stronger students paired with two weaker ones, and the stronger students briefed during a pre-teaching episode as to the leadership role they are going to play;



- Each group would then look at different element of a topic of theme, for example, each analysing a different possible cause of the First World War. The group will be expected to develop a short presentation about this particular cause and make a judgment as to its importance; and
- At this point the groups would be re-arranged and all four members of the group re-allocated to a new group. Students would then each deliver their presentations, allowing all students to share what they have learnt and making sure that each student hears insights about all of the other causes of the First World War. The table could then make a judgment as to which of the four they consider the most foundational to the outbreak of war in 1914.

Thus the organisation of students learning in this example supports the intended learning outcomes and the activities chosen, ensures that all students are participating actively and fully and are held accountable for the work of their small group, and finally that students are taking responsibility for teaching their peers.

Teachers will always be encouraged to have a seating plan for their lesson which maximises student outcomes and they will be expected to be able to rationalise all seating arrangement of students based on this assumption.

Individual learning

Students will regularly work individually at the Academy to provide opportunities to practice and to enable students and teachers to assess whether they are meeting learning objectives and what they need to do to improve their performance.

A critical benefit of individual learning is that it enables effective differentiation of tasks by content or level of support required. This enables teachers to set ambitious but feasible tasks that will stretch every student and ensure that they are maximising learning time in the classroom. Individual learning also increases students' independence and therefore aids their preparation for life at university and beyond.

Learning will be organised individually particularly at the end of lessons, when students will be invited to apply what they have learnt in different formats. Teachers might offer a range of tasks where students can choose which one they want to undertake, or might specify which task different students should do, based on what would stretch and challenge them. Lessons will also generally begin with an individual task, often recalling and refreshing previous learning. Students will be encouraged to be open and honest about their strengths and weaknesses with each other and will learn to ask for help with their weaknesses and offer help to others in areas of strength.



Paired learning

We have seen at first hand the deep, enduring nature of learning where students have had the opportunity to teach a skill or a concept to others. Paired learning provides a forum for reciprocal teaching and peer tutoring and will be a central part of teaching and learning at the Academy. It also builds fundamental learning skills – the ability to work with others and the ability to problem-solve together – which will help students throughout their time at the Academy and on into higher education and the world of work.

We are committed to promoting talk across the Academy but particularly in the Early Years as a vital accompaniment to effective phonics and other literacy instruction. Paired learning maximises the involvement of all students in discussion and learning. We intend to follow the maxim of Ruth Miskin and Read, Write Inc that if a question is worth asking; it is worth everyone answering, and we will use paired learning to make sure that every student is thinking about every question posed in the classroom and having the opportunity to discuss their thoughts before having to formulate them into a coherent response. This time discussing in pairs is crucial to allowing students to explore different areas of thought and practice what they will say when they address the class. For younger or less confident learners, supportive pairings and time to discuss concepts is crucial to increasing their confidence and willingness to participate in learning and feel successful.

We will use paired learning through thoughtful seating and judicious use of the device of 'think, pair, share', where students have the opportunity to reflect on their own, test their hypothesis with a partner and then share with the class. We will set problems in the middle part of lessons and students will work collaboratively to problem-solve and peer assess their mastery of objectives and where they might need additional support from their teacher or another student prior to attempting the skill independently later in the lesson.

Group learning

The results of a 2006 study from The Institute of Education chime with our experience in the classroom. The project, involving more than 4,000 students, found that students became more focused on their work and the amount of thoughtful discussion between children more than doubled in many classes, the study found.

The benefits of group learning to students outcomes are myriad: students come to a more complete understanding when they compare their thinking with others, explaining to peers brings out misunderstandings and promotes more sophisticated thinking equally, group learning builds skills that are critical to success beyond the classroom: the ability to listen and ask questions, to work collaboratively, to justify an



argument, to resolve conflict. These are some of the skills that will be taught explicitly at the Academy and practised through regular opportunities to learn in groups.

Students will be taught how to work in groups from Reception onwards, with growing levels of complexity and sophistication. This will include explicit lessons on how to resolve conflict, take on different roles in the group and effective facilitation.

Across the Academy a common language will be used to set expectations of group work and students will know exactly what to expect and how to operate in their groups. We acknowledge that this approach to learning can be challenging to structure and maximise the impact of, and so we intend to provide explicit and detailed training to our teaching staff on how to organise, structure, introduce and facilitate group learning in their classrooms.



Non-academic organisation

Rationale

Throughout the Academy day, week, term and year there will be many times when the students are engaged in learning that is not related to their core academic studies. At Reach Academy: Feltham we believe that the non-academic learning of the students and the building up of skills which will be critical to their success at university and beyond is as important as their academic study. As such, we place careful thought into how students will be organised during non-academic times of the day, week, term and year.

We have been careful to ensure that throughout all learning opportunities, the core values, vision and ethos is the driver of all decision. Every activity or grouping of students needs to be a piece of the larger puzzle underpinning the student outcomes which will form the key measure of success for the Academy (see 4.4 [Student development and achievement](#)).

Below is an overview of some of the core non-academic organisational structures which will be present in the Reach Academy timetable. Not all are relevant to each year group, but they serve as a base model which any student entering the Academy aged 4 should expect to experience during their time with us.

Form groups

Each student will be assigned to a form group on entry to the academy. Each form group will be comprised of 30 students carefully placed in the group to maximise learning outcomes for all students. It is envisioned that this group of student shall proceed through the Academy as a group. They will increasingly mix outside of that group as they move up the Academy, for example having a greater proportion of lessons taught outside of that group, but essentially that should be the default 'home group' for the students. There will be a form tutor attached to each group and that form tutor will loop will their form group throughout the phase of the Academy wherever possible. For example a form tutor would remain with a group for year 3-5 and then a new tutor would remain with them for years 6-8 and so on. The benefits of this model are that students will gain a secure peer support network that will be central to their development as young adults. Within each form group there will be student leadership roles (see [Form jobs/representatives](#) below).

Sections of each day will be spent as a form group. As already stated, the amount of time each day spent as a form group will vary from phase to phase, but as a general rule all form groups will begin and end the day together, with additional touch-points



during the day, a key one being lunch time. The form group is the central support network for the students within which key friendships shall be formed. Students will begin the day together completing a range of activities from well-being curricula to goal-setting with short, medium or long-term time frames in mind. Students will come back together for lunch where they will discuss how the day is progressing in light of the morning discussion and then at the end of the day the students will have a chance to review their progress and highlight successes of the day

The role of the form tutor is therefore a crucial one to the effectiveness of the Academy and the ability for the students to be successful in all their endeavours: the form tutor will set the tone for learning every day, encourage and reinforce high standards in all areas, liaise with parents and monitor and intervene in matter relating to students' academic progress and well-being.

Families

Rather than have a house system, Reach Academy: Feltham will have a system of families. 1-2 students from each year group will make up a family, lead by the oldest members of the family group. The families will meet on 'family day' once per half term and will discuss issues, have fun competitions against other families and form vertical support groups for students. The member of a students family will remain the same all the way through the Academy and will simply lose from the top of the Academy and gain from the bottom with each cohort intake. Once a year there will be a sports day where students and their real families will be invited to participate in fun sporting activities and a picnic. At Reach Academy, because the model is of a small, all-through, year group driven Academy, a family system works more effectively than a house system because students can form meaningful relationships with each member of their family, rather than being part of a larger 'house' group.

Specialist support

See [SEN plan in 4.2 Curriculum and organisation of learning](#).

Friday project work

In many of the phases students will complete project work on a Friday, tying together their learning for the week, providing breadth of curriculum and allowing a focus on skills (see [Non-academic skills curriculum](#) for more detailed information). Students in Years 3-8 will normally complete project work as a form group, enabling the building



of relationships. Occasionally Friday project may involve a trip and therefore students may be grouped according to preferences or venue requirements. In older years (9-13) students may work with a younger group of students or may use Friday project time to complete a work placement or other off-site learning (see [Off-site learning](#) below). In this case students will be organised according to need and desire. These placements will be overseen by the Access Co-ordinator in conjunction with the Assistant Principal in charge of the phase.

After-Academy clubs

At the start of each academic year we will survey students and parents to find out their desires in relation to after- school activities. Where possible we will ask parents and the local community to provide clubs and activities for free. Where there is a cost we will charge a small amount to the students.

The appeal of after- school activities should act as a deterrent for poor behaviour as they will run at the same time as homework catch up and detention. Staff not on duty after-Academy may choose to run an activity, such as football club. It may sometimes be important for students to spend time interacting outside of the normal Academy day. As such, a form tutor or class teacher may wish to take their students to play football on a Saturday or other similar activities. This may be especially useful to do during start up when students are entering the Academy at year 7, or during periods which are typically difficult transition points in childhood and when friendship groups will be subject to greatest pressure such as Year 3 or Year 9. .

Lunchtimes

Lunchtimes at Reach Academy are a key point in the day when elements of the community come together. It is likely that any premises found may not be able to accommodate the whole Academy having lunch together. A system will be worked out so that lunch will be taken in year groups or in phases, with more flexible lunch arrangements in place for the 9-13 phase of the academy.

Lunch in the lower years is crucial and we anticipate that it will often involve having to teach children important lessons about using cutlery and eating solid (and healthy) food. Taking from successful models seen in some schools in the UK, USA and Sweden, The Reach Academy will operate a family service model at lunchtimes.

This model means that students sit at round table in groups of approximately 6 students and 1 adult, although there does not need to be an adult on all tables with students of older ages. Students each have an assigned role (age appropriate) and they complete this role (after careful training) each lunchtime. Tables of students



change half termly to build different relationships. Roles will include: laying the table, serving food, clearing the table and wiping the table down.

Family service enables staff to oversee students' eating habits and guide conversation topics. Eating formal meals at university and as an adult are often stressful experiences for young people who have never learned table manners, how to use cutlery or the value of trying different foods. Family service at Reach Academy will ensure that students feel confident in all social situations involving food.

Friday enrichment

Students in Years 3-9 will earn Friday enrichment by gaining above an average of 75 on their payslip. They each begin the week with 70 and earn Reach currency for every good decision they make, including turning up to Academy. Thus a total of 75 is achievable for all students. Friday enrichment will be carried out as a year group or a phase group as appropriate to the activity. Students may therefore be organised into football teams by form group if enrichment is to be a football tournament in the park, or may have enrichment as a phase if the activity is a cinema trip or a BBQ in the park. Enrichment should always be something enjoyable and appealing to the students.

After-Academy detention

Students who receive more than 3 demerits in a week, or who are on Prep 1 or Prep 2 or display behaviours that warrant a detention (see [Appendix 4.5c Behaviour policy \[draft\]](#)) will be placed in detention after school on the same day. Students in detention will be grouped by phase, for example all students in Years 3-5 will do a detention together, while all the students in Years 6-8 will do a detention together and so on. Detentions will be led by one of the phase leaders or teacher on a rota basis. Students will complete a reflection sheet.

Friday enrichment detention

Students who do not earn Friday enrichment through their payslip (years 3-8 predominantly) have a detention instead. Students in detention will be grouped by phase. In that detention they will complete a reflection sheet (see above) and have a one to one conversation with a member of staff. This will ensure that the most vulnerable students and those presenting the most challenging behaviours receive clear, consistent and individualised support to help improve their behaviour. See [SEN plan in 4.2 Curriculum and organisation of learning](#) for more details on how students with the most complex needs will be supported at Reach Academy: Feltham.



Homework catch-up

Students who do not complete their homework will be placed in homework catch up the next day. In homework catch-up students will re-do the homework they did not complete thoroughly (or at all) the night before. Students will be grouped according to phase for homework catch up, as with detention.

Trips

At Reach Academy: Feltham we aim for students to view the world outside the classroom and the Academy as part of their learning environment. We want students to regularly go on Academy day trips and visits from a young age in order to socialise them, broaden their horizons and increase their aspirations. When students are on day trips they will be placed in groups (often a subset of their form group) with a member of staff directly responsible for that group for the day. The teacher in charge of organising the trip will be responsible for planning all aspects of it (often with assistance from the leadership team). This means that the organising member of staff is responsible for placing the students into the most appropriate groups for the trip or visit, as well as completing the paperwork associated with running a Academy trip and ensuring that all members of staff have first aid kits and working mobile phones and clear instructions for the day ahead.

We intend for students to go on residential trips regularly and on a residential trip to a university once per year from Year 6 (with day trips prior to Year 6). Also, students will attend subject-specific residential trips from Year 9 onwards, for example a trip to the WWI Battlefields, a Geography field trip or a French exchange visit. Students may also go on trips before Year 6, for example they may go on a team-building trip to [REDACTED] [REDACTED] in Year 5 and then go back to assist with a Year 5 trip when they are in Years 9-13.

Assemblies

Assembly is a time when the Academy, the phase or the year group has the opportunity to come together. The ability to have a 'whole Academy' assembly' will be largely dependant on size of the premises. Ideally each student would experience at least one year group, one phase and one whole Academy assembly each week. This enables the students to place themselves in the Academy system and to see their role as a member of the community through different lenses.

There will also be the opportunity for regular parent assemblies where the Principal and Vice-Principals will discuss any pertinent issues with the parents and answer any questions they have. It is also a way for the parent council members to gather



support for activities and to involve a larger group of parents in consultation and discussion.

Where there is space available, for example during year assemblies, then a circular seating arrangement shall be adopted. This enables students to make eye contact with each other and creates a community feeling. This method, sometimes called morning circle, has been seen in practice in KIPP SHINE, Houston, as well as other schools. And creates an inclusive dynamic and allows for more discussion than the traditional rowed seating of assemblies.

Concerts and theatrical productions

There will be occasions each year when the students at Reach Academy will have the opportunity to participate in music or theatre productions. At steady state, we will aim to produce one large theatre production each academic year involving students from all year groups. In addition we will have inter-form play and music festivals. The timings of these festivals and concerts will coincide with the activity weeks each half term.



Student leadership

Rationale

Student leadership will be a critical part of Reach Academy: Feltham. In order for our students to be able to compete with students from top independent schools they need to have experience of and the opportunity to demonstrate their leadership skills. In order to ensure this, students will have opportunities from a young age. They will be given form jobs, mentoring roles and unofficial leadership roles such as having lunch with younger students, as well as more formal leadership training (see below) and opportunities to gain qualifications such as Duke of Edinburgh Award and Sports Leadership Awards.

Student leaders

At steady state the Academy will have a core group of students in each year group forming the student leadership team. These students will be given explicit and on-going leadership training. Their main role will be to manage culture within the year group and the Academy, but also to come together as a student leadership team (Academy council) and as representatives of the student body. Students in the youngest years will be included where appropriate, but it is likely that the student council will be made up of students from years 6 onwards. The student leadership team will meet once per half term, discuss issues and make formal recommendations to their staff leadership team. These recommendations will be directed to the appropriate member of senior leadership staff.

As students progress through the Academy they will gain more responsibility. Student leaders in sixth form will be empowered to give out rewards (merits) to younger students. Student leadership will form a core part of the Academy as increasing student autonomy is vital to success in higher education and beyond. While there will be student leaders who will have a specific role, all students will be expected to take on leadership responsibilities during their time at Reach Academy. For example, each student will have a leadership role during lunch time and a form job role as a minimum.

One important role for student leaders will be to assist with the recruitment of new students at open evenings and other events and to assist with the induction of new students at Summer Academy (see [Summer Academy in 4.2 Curriculum and organisation of learning](#)).



Form jobs/representatives

In each form group, at all ages, students will take responsibility for an aspect of their form life. This may involve being responsible for behaviour clipboards (see [4.5 Behaviour and attendance](#)), or for an aspect of keeping the form room neat and tidy. In addition students will have a form representative who will be responsible for representing the form group whenever necessary, for example greeting visitors or taking messages to the Academy office. The form jobs will alter every half term or more frequently at the form tutor's discretion to ensure that all students take on a role during the course of the year. This will increase student's pride in their form group and in their Academy and the physical state of it.

Student voice

Reach Academy believes in students taking ownership of their own future and will give them both the guidance and the freedom to have a say about the way the Academy is run and the things that occur within the Academy. Teaching and learning will be at the heart of the Academy and will therefore be at the top of the students' agenda also. We will seek to train students in what makes effective learning so that they can identify habits in themselves and others that are affecting their learning and we will equip them in the skills to change habits. We will seek to learn from the Harris Learning Commissioners.

Societies

Students in Years 9-13 will have the opportunity to lead and join subject specific or extra-curricular interest societies, entirely run by students. These societies will meet at lunchtimes and will seek to discuss pertinent issues in their subject area. They are a way for students to engage in reading high level material. Societies may choose to invite guest speakers or run activities for the younger students such as the Mock Magistrates Competitions or Debate Club. Societies will have a chair-person, a vice-chair, a treasurer and any other official positions which a society at university would have. Students will be given a small budget to manage also in order to further improve their skills and provide them with tangible examples of leadership at interviews for top universities.

Application process

All jobs at Reach Academy will be applied for. From a young age students will be used to thinking about skills and demonstrable qualities and how to present them at interview. Students will be given curriculum vitae and letter writing classes to aid this



process. Students will also from Year 6 be given a UCAS application form to fill in. They will do this task once a year in summer Academy and each year they will reflect on the year gone by and how much they have learned and gained in academic and non-academic areas of their education. Occasionally the application process will involve a peer voting system, for example in the case of form representatives. Students will give a speech to the class and there will be an open vote. Open voting encourages trust and honesty and the building of strong relationships. It also enables students to deal with rejection and to manage their emotions in a safe environment.

Training

All student jobs throughout the Academy will require training. For students who are taking on form jobs it will be the responsibility of the form tutor to ensure that students are fully able to be successful in their roles. Where students are taking on student leadership team roles, they will receive more extensive training, occasionally from external providers. Where ever a student is stepping down from a role to allow another student to have their turn at it, they will have a responsibility to help train and induct the student new to the role.



4.4 Student development and achievement

Self-evaluation process: overview

Reach Academy: Feltham believes in rigorous, continuous and transparent self-evaluation processes, from the whole Academy level to the individual student. We will hold ourselves to account against the ambitious goals set for our students. Our definitions of success will be defined by our vision and ethos. Our self-evaluation system will allow us to track our performance against our own definition of success, while constantly being mindful of the success of other schools and using that data to set challenging targets for our Academy. Driving this self-evaluation will be an ongoing theory based evaluation research project, conducted by an external evaluator, which is detailed later in the section. We intend to seek external funding to finance this evaluation, which will be part of our contribution to an evolving set of best practices about what works in educating young people in urban complex schools and which will help to focus and drive our self-evaluation.

Our self-evaluation system seeks to identify, monitor and evaluate qualitative and quantitative measures of success. Many of these indicators are linked to and affect each other. Our system will be transparent and easy to understand, grounded in data, known to the whole Academy, with achievable goals given the resources available and time specific.

There are two main aspects to our self-evaluation system; the tracking of whole Academy indicators, and the tracking of individual students. Both are covered in this plan.



Strategic goals

At a strategic level, we will hold ourselves to account against the following success criteria:

Attainment	All of our students attain grades needed to attend university and succeed there. (100% A*-C at A level).
Progress	All of our students make the progress each year and phase to achieve the minimum attainment required at the end of each phase.
Mindset	All of our students have the mindset and skills to succeed at university and beyond.
“Client” satisfaction	All of our students (and their parents) are happy with the education that they receive.
A pipeline for growth	The Academy recruits, trains, develops and retains outstanding teachers and leaders.
Sustainability	The Academy is financially viable and sustainable.

The importance of the individual and groups of students

Although the strategic goals focus on outcomes as a whole (all Reach Academy: Feltham’s goals relate to 100% of students), these goals will be achieved by focusing on individuals and groups of students to understand trends in data. The academy will analyse subgroups based on gender; FSM; SEN; ethnicity; prior attainment; EAL; by teacher; and by year to identify and respond to underperforming groups. The smallness of the Academy will allow students to be meaningfully tracked on a student by student basis.

Accountability for success

The table below outlines how success will be measured, defined and sets out accountability for each indicator. Our system of accountability will be clear and transparent. The Principal of the Academy will be regularly held accountable by the



Governing Body and all staff will have clear job descriptions which outline which measures are direct or indirect responsibilities of each member of staff.

Line management shall be regular, honest and rigorous. The indicators of the Academy's success shall form the basis of the line management conversation in an effort to maintain the focus of the Academy around the outcomes for the students. If performance is not deemed to be satisfactory and indicators are signalling that the Academy is not on track to address its goals, then the issue shall be dealt with swiftly, and in a supportive manner. Staff will be observed, coached, and supported to improve.

Where an indicator is not being met successfully due to wider staff skill gap, the staff involved will undergo training and the Principal shall review systems in place. We are confident that its ambitious goals will drive a self-evaluation and tracking system that is rigorous, continuous and just. All staff will feel part of a team striving for a common goal.



Detail of key indicators and how they will be measured

Indicator	How is success defined at Reach Academy?	What data will we use to measure success?	Who is accountable?
1. Attainment and progress	<p>At Reach Academy we define success in terms of attainment as 100% of students achieving a minimum of:</p> <ul style="list-style-type: none"> – Foundation Stage scale point 8 by the end of Reception; – level 3 by the end of Key Stage 1; – level 5 by the end of Key stage 2; – level 7 by the end of Key Stage 3; – English Baccalaureate grade A*-B by the end of Key Stage 4; and – 3 A levels grade A*-C by the end of Key Stage 5. <p>Student progress that puts students on track to achieving these goals.</p>	<p>Attainment measures:</p> <ul style="list-style-type: none"> - External examinations (KS1, 2 SATS; QCDA Optional papers in 7,8,9' GCSE; AS/A Level) - Internal assessments every 6 weeks (internally and externally moderated) - Assessed work samples and portfolios <p>Progress will measure against baseline data:</p> <p><i>Baseline for Reception:</i> Observations set against the Early Learning Goals; Reference to information received from the nursery settings; One-to-one Maths and English assessments; Phonic assessments (Ruth Miskin phonics programme); □ Discussions with parents during home visits; □ Discussions with the nursery teacher</p> <p><i>Baseline for Year 7:</i> Key Stage 2 data; Information received from the Primary Academy; □ School based assessments (NFER and Progress in Maths); One-to-one Maths and English assessments; Phonic assessments (Ruth Miskin phonics programme); Rising Star reading assessments; Units of Sound assessments</p>	<p>Principal</p> <p>Vice-Principal/ Principal by Academy</p> <p>Assistant Principal/ Phase Leader by phase</p> <p>Teacher by class</p>



Indicator	How is success defined at Reach Academy?	What data will we use to measure success?	Who is accountable?
2. University readiness	100% of students gaining acceptance to and completing a university honours degree.	<ul style="list-style-type: none"> - Longitudinal tracking of destination data - University acceptances (specifically Russell Group Universities) - University completion rates - Alumni satisfaction surveys (including specifically the degree to which Reach Academy prepared them for university) 	Access Co-ordinator Principal Assistant Principal/Phase Leader for Years 12/13
3. Quality of teaching and learning	All lessons taught in the Academy will be judged to be good or better against Ofsted criteria, and 66% of lessons will be graded as outstanding against Ofsted criteria.	<ul style="list-style-type: none"> - Lesson observations (externally moderated) - Learning walks - Student surveys 	Principal Vice Principals
4. Student attendance	Student attendance will at a minimum average of 96% for the academic year across the Academy.	<ul style="list-style-type: none"> - Attendance data including: <ul style="list-style-type: none"> - subgroups analysis - nature of absences - persistent absence 	Academy Coordinator Principal Vice Principals
5. Behaviour	The Academy's behaviour management approach and systems work effectively to ensure behaviour in the Academy will be exemplary.	<ul style="list-style-type: none"> - Systems are used effectively, checked by sampling of behaviour incidents and their follow up and recording. - Recording of behaviour incidents: <ul style="list-style-type: none"> - total number of incidents, trends of repetition over time by same students - nature of incidents - Feedback from visitors and others on trips 	Academy Coordinator Principal Assistant Principals by phase Class teacher by class



Indicator	How is success defined at Reach Academy?	What data will we use to measure success?	Who is accountable?
6. Students' love of learning	All students will be excited about coming to Academy and will enjoy all of their learning experiences.	<ul style="list-style-type: none"> - Student surveys - Parental surveys - Attendance - Visitor feedback 	Principal Assistant Principal (Phase Leader)
7. Parental attitudes towards the Academy	Parents will be enthusiastic supporters of the Academy.	<ul style="list-style-type: none"> - Parental surveys - Attendance to open evenings; number of applications as part of admissions - Attendance at parent meetings, concerts and performances - Visibility of and engagement of parents in Parent Teacher Association 	Principal Academy coordinator
8. Staff attitudes towards the Academy	Staff are loyal and enthusiastic about their role at the academy that leads to high retention and high quality word of mouth recruitment.	<ul style="list-style-type: none"> - Recruitment analysis (e.g. number of word of mouth referrals) - Retention rates (with benchmarking) - Staff surveys - Exit interviews 	HR Manager
9. Budget planning and management	The Academy maintains an appropriate in-year surplus and remains financially sustainable.	<ul style="list-style-type: none"> - Benchmarking costs against other schools and year on year - Forensic investigation of budget lines by senior leaders and governors - Projection of year end surplus in management accounts 	Finance and Resource Director Governors Principal



The Reach Foundation – School Evaluation Research

In addition to the self-evaluation outlined above, we intend to work with an outside evaluator to conduct a theory-based evaluation research project. We will seek to establish not only what works, but also *what works for whom in what circumstances and why*. We will seek to measure student performance, but also, significantly, to understand the complex processes that underlie student performance. The research will aim to look at young peoples' lives in the round. It will be participatory: all staff will be encouraged to take ownership of the evaluation and, where relevant, the students will be able to input into the design and implementation. Our plan is set out in this section.

The importance of evaluation

'Evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan. Conclusions made in evaluation encompass both an empirical aspect (that something is the case) and a normative aspect (judgment about the value of something).'

¹⁵

At the heart of our approach is a commitment to evaluating every aspect of what we are doing and refining different strategies to maximise the impact on students learning and their well-being. We understand that identifying how schools can function more effectively and how students within schools can realise their full potential is extremely challenging, but it is crucial. Schools are complex environments and students' achievement and well-being can be influenced by a range of within- school factors, such as the quality of teaching provision and class size, and by a range of wider, environmental factors, such as the relationships between teaching staff and parents and the socio-economic characteristics of the local community. Our evaluation research will be both formative, i.e. it will seek to improve what is being evaluated by examining its delivery, the quality of its implementation and the organisational context, and summative, i.e. it will examine the effects of a particular programme and assess which aspects caused which outcomes.

¹⁵ Fournier, D (2005) Evaluation, in S. Mathison (ed) *Encyclopedia of Evaluation*, Thousand Oaks, CA, Sage, p. 140.



Traditional approaches to evaluation

Until at least the mid-1990s, external inspection was considered the main driving force behind evaluation of Academy and student performance. Since then, however, an additional emphasis has been placed on internal, self-evaluation by schools. There are now many tools available for schools that wish to carry out self-evaluations, such as the online self-evaluation form provided by Ofsted.¹⁶ Research has shown, however, that many schools that do their own evaluations tend to combine parts of these tools with other frameworks designed either by the schools themselves, or in collaboration with the Local Education Authority.¹⁷

There are several broad strategies employed in evaluation research. The traditional approach tends to rely on the systematic collection of quantitative data, such as test scores, that enables comparison between students and between schools. Alternative approaches, which have become more widely used in recent years, include qualitative/anthropological models, which seek to understand student and Academy activities – through observation and other methods – within their wider, real-world settings, and participant-centred evaluation, which emphasises the importance of involving students, staff and wider stakeholders in the evaluation process.

Current problems with evaluation

Despite the seeming diversity in approaches to evaluation, the traditional approach is still predominant. And, while quantitative tracking of students' educational outcomes provides essential and statistically comparable information, it also tends to de-contextualise academic performance. Therefore it often cannot help those within the Academy to understand, in detail, the impact on students of, say, Academy culture or home environment. Moreover, such research is often cross-sectional in nature and does not enable an in-depth, long-term perspective on some of the complex processes that affect young people's ability to fulfil their potential.

In addition, studies have shown that it is not just issues around the specific methodological approach used that hampers evaluation in schools, but also a range of factors around how evaluation is conducted.¹⁸ First, there is variability in the degree to which schools feel they have *ownership* of their self-evaluation activity, i.e. how externally imposed it is actually considered to be. Second, there is the issue of how *embedded* evaluation is within the Academy, that is, whether it is, or is perceived to be, confined to the head teacher and/or senior management team. Third, there are often *suspensions among staff* related to the purpose of self-evaluation. Fourth, teachers' *workload* often precludes full engagement with the

¹⁶ [REDACTED]

¹⁷ Davies, D and Rudd, P (2001) *Evaluating Academy self-evaluation*, London, Local Government Association.

¹⁸ Several academic studies discuss this, including: Hall, C and Noyes, A (2009) School self-evaluation and its impact on teachers' work in England, *Research Papers in Education*, 24, 3: 311-334; Davies, D and Rudd, P (2001) *Evaluating Academy self-evaluation*, London, Local Government Association.



evaluation process. Fifth, there is often a *lack of resources and expertise* within the Academy itself to carry out effective evaluations. Sixth, there is the common issue associated with all evaluation research, that is, how are *results communicated and fed back* into decision-making and used to improve policies and programmes? Seventh, there is the fact that much evaluation research is *post-hoc*, i.e. it is designed and carried out after programmes have been implemented and is, consequently, a bolt-on.

Furthermore, there are a set of complex questions concerning disadvantaged children in education. Traditional approaches to evaluation often neglect issues, such as those around the acquisition of early academic skills, mental health, race and culture, and gender differences, which have been shown to affect disproportionately the education of low socio-economic status children.¹⁹

The Reach Foundation approach to evaluation

The Reach Foundation seeks, as its mission, ‘to redefine expectations for what young people in high poverty areas can accomplish in the classroom and re-vision the British education system’. We aim to achieve this through a range of whole-Academy measures, such as small community delivery, creative leadership and transformational teaching, detailed in the educational vision and education plan sections of our application to open the Academy as a Free School to the DfE. As part of this, we will seek to embed an evaluation culture within the Academy and carry out detailed, longitudinal, contextualised evaluation research – using an external evaluation team and staff, students, parents and other stakeholders – that will aim to provide a deep understanding of Academy and student performance and well-being.

We will put in place a programme of theory-based evaluation research.²⁰ This approach aims not only to assess what works, but also *what works for whom in what circumstances and why*.²¹ It seeks to measure student performance, but also, significantly, to understand the complex processes that underlie student performance. The research will aim to look at young peoples’ lives in the round. It will be participatory: all staff will be encouraged to take ownership of the evaluation and, where relevant, the students will be able to input into the design and implementation of the research. Parents too will be involved in a way which will strengthen the relationships between parents and staff at the Academy.

This will have internal and external benefits. It will provide staff and senior management with a fuller understanding of how their work is affecting students’ academic performance and well-being; and enable a responsive approach, whereby

¹⁹ Arnold, D and Doctoroff, G (2003) The Early Education of Socioeconomically Disadvantaged Children, *Annual Review of Psychology*, 54: 517-545.

²⁰ For more on this, see, for example Weiss, C (1997) How can theory-based evaluation make greater headway? *Evaluation Review*, 21, 4: 501-524.

²¹ Pawson, R and Tilley, N (1997) *Realistic Evaluation*, London, Sage.



findings from on-going evaluation can feed back into the design and delivery of Academy policies and teaching programmes. This, ultimately, will benefit the students.

It also offers a unique opportunity to study the impact of several key Academy design features. For example, longitudinal research with the same students will enable an in-depth understanding of how small schools and all-through teaching operate. This will offer a case for other schools to examine when deciding whether and how to implement such policies and will provide wider understanding of the challenges and potential impacts. Specifically, the fact that the evaluation research will be embedded within the Academy from its foundation will give rare insight into how these processes operate.

There is nothing inherently novel about this approach to evaluation. Seeking to measure student performance and well-being, while also seeking to understand the more complex, underlying processes that affect them, has been advocated often before. What is different about our approach, however, is the embedded, holistic approach, whereby evaluation can begin before the Academy is actually in operation. This way, the external researcher(s) and those within the Academy can discuss in detail the ways in which they think the Academy will function to improve academic performance and then design the evaluation specifically to gather data on these processes. Also, by giving all those involved in the evaluation a degree of ownership over it from the beginning, many of the problems with actually carrying out the research can be managed more effectively. In addition, the evaluation can help to inform decisions by teachers and Academy leadership throughout the process and thus improve student learning.

Research outline

The aim of theory-based evaluation in an educational context is: (i) to set out the processes through which it is supposed that various elements of Academy design and various wider, socio-economic factors will affect the performance and well-being of young people; (ii) to collect and analyse data on these outcomes and these processes and the contexts within which they take place; (iii) to use the results to refine the theory of how these processes work and to change ways of working to reflect what works for which groups of young people. The research will therefore proceed in three main stages.

Stage one – Formulating theory

This is carried out in two main ways. First, through a detailed review of previous academic research and evaluation studies. This is conducted by the external evaluator. Second, through a series of focus group discussions with senior management, staff, parents and other key stakeholders. These will be led by the external evaluator, but will enable full discussion by all participants of the issues involved.



The aim of this stage is to articulate the critical outcomes to be measured, the processes through which it is expected that the Academy's design and teaching methods will have an impact on students' academic performance and well-being; and to identify the important features of the different environments, e.g. the classroom, before- and after-Academy care, the home, within which learning takes place. This will lead to a series of detailed theoretical propositions that can be examined in stage two. In the focus group discussions, we will also discuss data collection, in order to ensure that it does not create undue pressure for staff, nor impact negatively on students, parents and other stakeholders.

Stage two – Collecting and analysing data

This will proceed according to the specific form of the propositions developed in stage one. Therefore, it is not possible to state exactly how this will be done. However, it is likely that data will be collected through a mixed-methods approach. First, certain outcomes will be measured. Where possible, this will be non-intrusive, i.e. it will involve the collation of test scores and other academic indicators that would be collected anyway. In addition, other outcomes, for example measures of relevant psycho-social aspects, may be measured using simple, well-designed survey questionnaires. Second, more in-depth work will proceed through observations and interviews. These will be conducted by the external evaluator. Observation work may take place in classrooms, in senior management meetings, in before- and after-Academy sessions, as deemed appropriate. Interviews may take place with students, staff, senior management, parents and members of the local community, again, as appropriate. Furthermore, where relevant, students will participate in this stage through their own methods of feedback, for example video diaries. This mixed-methods approach will enable a deep understanding of the processes through which young people's activities are shaped by the various contexts within which they participate.

The data will be analysed by the evaluator in consultation with the other stakeholders.²² For example, a series of focus group discussions will enable the external evaluator to discuss his findings and interpretations with those involved, in order to build up a picture of how the Academy, as a whole, and specific aspects of it are working. Specifically, the data

Stage three – Improving policy and theory

The third stage in the evaluation cycle is using the results of the evaluation research to refine the existing theory about how the Academy functions and, where relevant, discussing and implementing changes to existing delivery. This will be initiated again through a series of participatory focus group discussions, involving the external evaluator and all relevant stakeholders.

²² For further information on data analysis, see Pawson and Tilley (1997) *Realistic Evaluation*, London, Sage.



As mentioned above, this evaluation cycle will be embedded within the Academy and it is envisaged that it will be on-going. This will enable rich, longitudinal data and a deep understanding of the complex processes involved.

Research costs

It is not possible to provide a full, accurate costing for this evaluation research, given that its particular design and implementation will be dependent on discussions with all relevant stakeholders. However, a good estimate of the first year's budget can be made on the likely elements of the research. It is our intention to seek external funding for this research, perhaps through The Sutton Trust's new Education Endowment Fund.

Description	Estimated cost
<i>Stage one</i>	



Review of published research	80 hours (desk-based research)	████████
Focus group discussions	6 hours (3 x 2 hour discussions)	████████
Interim report	20 hours (transcription of the focus group discussions and write up of the research review)	████████
<i>Stage two</i>		
Questionnaire design and administration	40 hours (desk-based research and administration)	████████
Observation	195 hours (equivalent of 5 hours per week for 39 weeks)	████████
Interviews	60 hours (equivalent of 60 x 1 hour interviews)	████████
Data analysis	480 hours (quantitative data input and analysis, transcription and coding of interviews and observation field notes)	████████
Focus group discussions	6 hours (3 x 2 hour discussions)	████████
Interim report	30 hours (write up)	████████
<i>Stage three</i>		
Focus group discussions	6 hours (3 x 2 hour discussions)	████████
Final report	20 hours (write up)	████████

Note: These costings are based on a single researcher working 2.5 days per week for one year at £30 per hour.

It is anticipated that these costs would be much reduced in subsequent years. For example, the review of published research, extensive in the first year, would only need to be updated in subsequent years to take account of newly published research. In addition, depending on how the evaluation research proceeds and how much refinement there is to exactly what is being measured through questionnaires and explored in observations and interviews, the data collection and analysis will likely be much more focused. It is estimated, therefore, that the budget for future years may be around ██████████.

Research experience

████████



4.5 Behaviour and attendance

Introduction: the importance of behaviour and attendance

At Reach Academy: Feltham we intend for behaviour of students and all stakeholders will be positive, joyful and caring. We believe that the key to fostering good behaviour amongst everyone at the Academy is the creation of an environment



where all are successful. Some of our students may not have experienced success and we will work tirelessly to create opportunities for all to succeed.

Getting behaviour, mindset and culture right in our Academy will be a key lever to successfully achieving our mission. From the outset we will be explicit about expectations at all levels, from the Governing Body and Academy leaders to the students themselves. This clarity of vision will drive the Academy. It will create a coherent structure within which poor behaviour can be corrected and supported and good behaviour rewarded.

Behaviour and attendance are irrevocably linked. Both, if managed well, can lead to students feeling successful and happy. The ambitious goals at Reach Academy: Feltham will only be achieved if students (and staff) attend everyday and give 100% when they are present.

Students will behave well and attend regularly if there are:

High expectations The Academy has high expectations of students' achievement and behaviour

Support systems The Academy's support systems exemplify expectations of the student

Ethos of equity Policies and practice are based on an ethos of equal value

*National Strategies, Behaviour and Attendance toolkit unit 5:
Student support systems)*

We believe that a positive environment which encourages good behaviour will foster a happy Academy and will have student well-being at its heart. This will be coupled with clear guidance for staff, parents and students about appropriate and inappropriate behaviour. This clear guidance around poor behaviour choices and regular reward and celebration of good behaviour choices will lead to happy, successful students.

Instilling culture and ethos

We aim to foster in our students knowledge, skills and character to go on to university and to have a successful, happy future. Instilling culture and ethos in the Academy will occur continuously and consistently. We will not be complacent about our culture and ethos and know that good behaviour and high attendance are both key drivers and key indicators of good culture and ethos.

As the Teach First Policy First publication 2010 describes, 'a focus on strong ethos and culture is particularly important in new schools'. We believe that creating a



strong culture and ethos that is clear, consistently enforced and unwavering is key to creating a Academy which lives up to the high expectations set by staff, students and parents. Culture and ethos should be something palpable in a building. It can be created by signs and banners, in how people dress and in the words that they use. At the Academy we will devise a common language that students and staff associate with Reach and its vision, mission and values. Staff and students will receive rigorous training around the culture and ethos of the Academy. They will take pride in upholding the 'feel' of their Academy and will be given opportunities to display this sense of pride through tangible actions and activities because, 'without others' involvement, lasting change can't occur' (Goleman, *Primal Leadership*, 2002).

Our ethos will be distinctive. We believe that all students, irrespective of their background, can succeed in an academically rigorous environment and can go on to lead happy, fulfilling and successful lives in whatever they choose to do. Our culture will be one of honesty, happiness, support, belief in the Academy and in oneself and in going the extra mile to succeed. The culture of the Academy will be visible in every aspect: from the uniform of the students to displays in the corridors. In his book, *The Moral Imperative of School Leadership*, Michael Fullan argues that 'moral purpose' should drive all the aspects of Academy leadership. At Reach Academy: Feltham we believe that this moral purpose should not only drive Academy leaders, but also students, parents and teachers, and that all play a role leading the Academy.

The Teach First Policy First 2010 document defines culture as being coherence and consistency through three strands: common experience, community symbols and institutional practices and shared values and beliefs. The table below shows how Reach Academy: Feltham will create a strong culture and ethos through these three strands:

Common experience

Uniform	All students will wear the same uniform. There will be a slight variation in uniform across key stages.
Consistency in learning	Standards expected and upheld in all lessons across all key stages will be exceptionally high. Students will consistently be operating at the edge of their capabilities and will therefore feel challenged and successful.



Consistency in rewards and sanctions All staff and students will be rigorously trained in recognising, rewarding and where applicable applying sanction for behaviour around the Academy. Students will recognise this system as transparent and equitable. Older students will take ownership of this system and will endeavour to aid younger students and their peers to ensure success for all.

Goal-setting All students will be involved in setting targets. Targets will be challenging and all students will be encouraged to share their goals and support others to achieve theirs.

Transformational experiences Students and staff will take part in transformational experiences, for example rehearsing for and performing arts at significant venues or taking part in physical expeditions.

All-through Intense, challenging shared experiences will build our culture. Students starting Reception, aged 4, will be future leaders of the Academy and will have experience of every phase. They will empathise and support fellow students as they grow up. There will be opportunities for older students to mentor younger ones to create a sense of community with shared goals.

Small Reach Academy: Feltham will have only 60 students in each year group. Each student will have a clear identity and role within a form group, a year group, a key stage and the Academy as a whole.

Community symbols and institutional practices

Slogans and signs Reach Academy: Feltham will display its values prominently around the Academy and will ensure that students are constantly surrounded by stimulating and inspirational slogans and signs. Slogans such as; 'We will all learn' will be printed above the Academy entrance and on classroom walls.



Clicking and clapping Institutional culture is created by rituals that are unique to that culture. When students do something worthy of praise they will sometimes receive a round of applause, but at other times two claps., which will maximise learning time, stimulate energy in the classroom, and also creates culture. Similarly, students will be permitted to click their support for or agreement with someone else. Clicking has been seen to be used very effectively at [REDACTED], KIPP Schools and [REDACTED] in the UK.

Sayings and words Teachers and students should be heard saying things that are clearly examples of 'Reachisms'. Particularly in summer Academy, teachers will be encouraged to use sentences and words that are perhaps new to the students and are definitely unique to Reach Academy: Feltham, such as the language of S.L.A.N.T. or merits and demerits.

Colour schemes and logos Reach Academy: Feltham has a colour scheme associated with it and this should be evident within all aspects of the community. School leaders will be mindful that much of the detail in what people pick up is conveyed through symbols and the unspoken word. For example, when parents and the community see the Reach Academy: Feltham logo it should immediately create connotations in their mind. When the students see the logo on their uniform it should immediately mean that they take on a Reach Academy: Feltham way of thinking, being and doing.

Shared values and beliefs

Respect We will show respect for ourselves, each other, our buildings and everything in them.

Endeavour We will always try our best. We know that there are no shortcuts and those who work hard will be rewarded.



Aspire We will aspire to achieve our goals and we will never be afraid to dream.

Create We will be creative and will discover the joy in learning new things every day.

Honour We will honour each member of our community and everything that they are and want to be.

An awareness of Reach Academy: Feltham's culture and ethos will be instilled in the students and their parents before joining the Academy. It will be communicated at open evenings and more explicitly and personally during home visits once students have been offered and have accepted a place at the Academy. Summer School will further instil the culture and ethos with students and parents.

We will seek to build a growth mindset amongst parents and students. Part of the aim of our Academy is to prove possible what many think is impossible. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just a starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. (Carol Dweck, *Mindset*, 2006). Our approach to building culture will be informed by academic research on mindset. We will create a culture where all stakeholders believe that every child is truly capable of greatness.

An important part of culture within a school is the extent to which it is a grassroots movement. We aim to create a sense of ownership amongst the staff and student body, as well as among parents. School leaders at Reach Academy: Feltham will create forums for voices to be heard, listened to and acted upon. Our Academy will be more successful if all stakeholders feel a sense of accountability to each other and a moral duty to hold each other to account. Indeed, Smith and Wohlstetter (2001) believe that 'authority and accountability are based on social relationships between network participants'. We will work hard to instil this culture of authority and accountability within the Academy and the wider community of stakeholders.

One of the most important aspects of the culture and ethos of Reach Academy: Feltham will be centred on encouragement, reward and celebration. Students will be celebrated for their successes and attainment, but more importantly, for their effort and progress. Most importantly of all there will be a culture of 'no false praise' (Lemov, *Teach Like a Champion*, 2010), thus instilling a Academy where honesty and sincerity is valued more highly than praise where it is not deserved. Students will feel secure in the knowledge that when they receive encouragement and celebration it is because they have truly achieved something great. On the journey to greatness, they will receive honest and accurate feedback and incessant encouragement and support. A culture of success and a love of learning will help validate students' position in their local community and in the worlds of further education and employment as they move towards adulthood.



Setting clear and high expectations

Our mission is clear: to ensure that all children, regardless of background, benefit from a first class education that enables them to reach their full potential. With this goal in mind we aim to change the outcomes of urban education by proving that all children can be destined for academic success and a happy, fulfilled life as they grow into adulthood and beyond. The recipe for the success of the Academy will be simple: innovative and committed leadership leading passionate, caring and exceptional teachers willing to do whatever it takes will positively change the lives of our students.

All of our students will achieve A*-B grades at GCSE and A*-C grade at A-level, enabling them to proceed into their adult life with a myriad of opportunities available to them. In order to meet our challenging goal, we must expect more from our students, more from our parents, and more from our teachers. For only by expecting more can we achieve more. Evidence suggests that schools can improve student learning by encouraging teachers and students to set their sights high (Lumsden, 1997). Our high expectations require us to push our children to reach higher, work harder, and learn more than they have been asked to do before.

At the heart of the Academy's efforts to set truly high expectations lie our teachers. Great teaching holds the key to combining the love and respect students need to flourish with the high levels of accountability for outstanding work and behaviour. Engaging, rigorous and exciting teaching: teaching focused on attaining important standards; on what students learn, not what is taught; teaching that gets children thinking, working, collaborating, and having fun.

'It turns out that it doesn't matter very much which school you go to, but it matters very much which classrooms in that school you are in. And it's not class size that makes the difference, nor is it the presence or absence of setting by ability—these have only marginal effects. The only thing that really matters is the quality of the teacher'.

(Dylan Wiliam, 2010)

Attendance

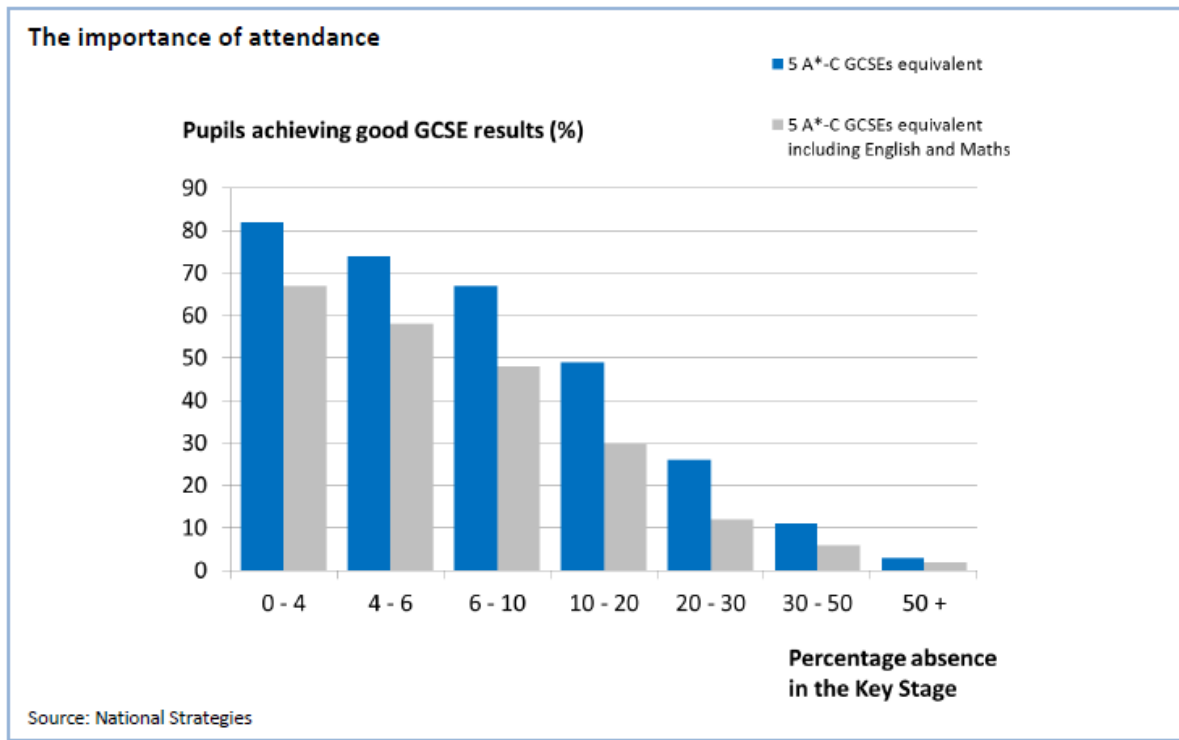
The importance of good attendance

'The better the quality of education, the better the students' attendance. Good leadership and management, high quality teaching and a flexible curriculum



have a significant impact on attendance. ... In particular, there is a strong correlation between inspection judgments about attendance and the quality of teaching and learning.'

(Attendance in secondary Schools, Ofsted 2007)

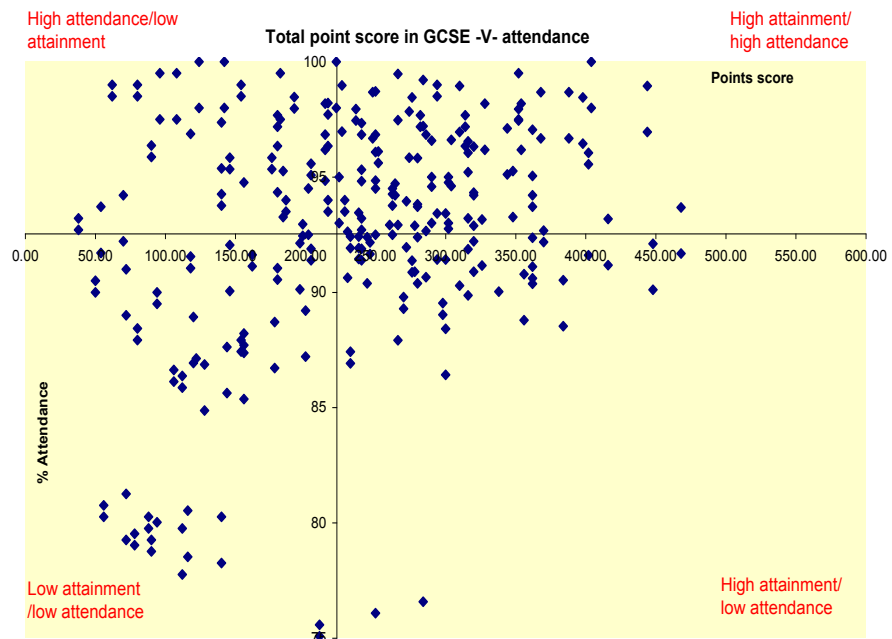


The graph above clearly shows the impact of good attendance on attainment. At Reach Academy: Feltham, our high aspirations for all students means that excellent attendance is critical. In order for our students to achieve their aspirations, we cannot afford for students to be missing sessions of Academy.

At Reach Academy: Feltham we believe that “The better the quality of education, the better the students’ attendance”, but we are clear that it is a cyclical relationship. We will organise our curriculum and learning in order to ensure that the Academy is a joyful, caring and exciting place to be. We also recognise that absent students cannot access the high quality provision and some families may need support in helping them to ensure their child attends school.



The link between attendance and attainment is demonstrated clearly by this graph from the National Strategies.



Ofsted publishes upper and lower quartile guidelines at Primary and Secondary

Attendance

Primary Schools

Upper quartile attendance > 95.7%

Lower quartile attendance < 94%

Secondary Schools

Upper quartile attendance > 93.9%

Lower quartile attendance < 91.8%

Reach Academy: Feltham will set a target of 96% attendance throughout the school:

A Persistent Absentee (PA) is defined as having more than 63 sessions of absence (authorised and unauthorised) during the year (typically more than 20 per cent absence). At Reach Academy: Feltham we believe that missing 63 sessions would be incredibly detrimental and therefore will have several stages of trigger (see [Targets and triggers](#) below) which will lead to intervention at an early stage. To that end will be internally defining our PA as 10%.

Reach Academy: Feltham is aware that as a small Academy it is particularly important to ensure that average attendance of a form group or of the Academy is



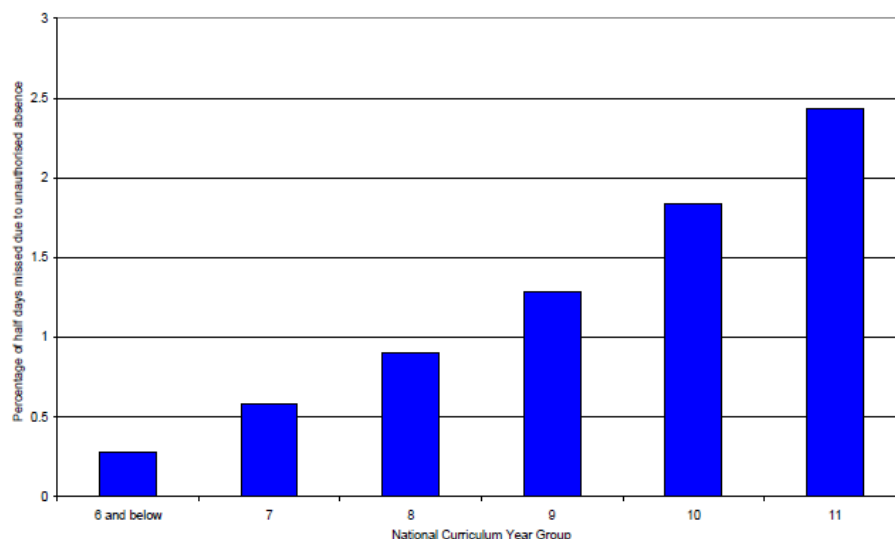
not masking significant differences in individuals' attendance. The individualised nature of the care given at the Academy and the small Academy staffing structure will minimise any masking of figures that might occur.

The National Strategies outlines ten key elements to securing good attendance. Reach Academy: Feltham will secure excellent attendance through employing the strategies outlined in the following pages. We will ensure that each stakeholder is fully aware of their obligations, fully trained and supported and always delivering a consistent message about the important of good attendance.

Each stakeholder in Reach Academy: Feltham has a role to play in addressing poor attendance and securing good attendance, from the Governing Body to the students themselves. Each stakeholder will be held to account for their role in securing good attendance, and will also be expected to hold each other to account. Where necessary, training will be provided. Reach Academy: Feltham takes attendance extremely seriously. Good attendance and punctuality are the result of a complex and consistent structure of accountability and both are absolutely crucial if we are to achieve our ambitious aims.

Characteristic-specific absence

Maintained secondary schools:
Rate of unauthorised absence by national curriculum year group



Student absence in Schools in England (2005/6 provisional), DfE

There are nuances around attendance which will be investigated once we have knowledge of our cohort of students. In the meantime Academy: Feltham will be aware factors which are highly likely to affect attendance at the Academy. Firstly, we need to be aware of age-specific absence averages throughout the UK. The graph above clearly shows that there is a general pattern of increased absence with



increased age. We will be aware of this. As an all-through Academy we intend to counter this national trend through building investment in learning, good habits and teaching exciting lessons. During our start-up, we will provide clear messaging around attendance for students and parents to ensure that overall attainment is not adversely affected by poor attendance. The trigger system and support mechanisms within the Academy should ensure that all attendance issues are noted and dealt with promptly and effectively. This will be particularly important for the small number of students who may enter the Academy with a history of poor attendance.

‘Less than 3 per cent of student enrolments in maintained secondary schools, city technology colleges and academies account for over 50 per cent of the total number of sessions missed due to unauthorised absence.’

Student absence in Schools in England (2005/6 provisional), DfE

The issue that is important to note, given the likely demographic makeup of our Academy, is that,

‘The rate of overall absence for Minority Ethnic students was significantly below the rate for White British students.’

Student absence in Schools in England (2005/6 provisional), DfE

We are confident that our accountability and staffing structures, along with our excellent educational provision for students will mean that this trend is not evident in our Academy. Being aware of the trend is however, vital to ensuring that we can spot and assist any families who may be struggling with attendance.

Accountability/responsibility for attendance

All staff, from the Governing Body, non-teaching staff, school leaders and teachers, as well as parents and students will receive training to set them up for success in the their role ensuring outstanding levels of attendance at the Academy. This will include grasping the importance of excellent attendance on pupil progress, their statutory responsibilities and their particular duties related to attendance.



Governing Body: Obligations

Reach Academy: Feltham will have a lead governor for attendance. It will be the duty of that governor to request data on staff and student attendance from the Principal at each Governing Body meeting and at any other time, with appropriate notice. It is also the role of the Governing Body, guided by the lead governor for attendance to support and investigate strategies to improve attendance if the need arises, and to praise and congratulate excellent attendance.

Non-teaching staff: Obligations

Non-teaching staff covers the wide range of staff not directly involved in instruction. An Academy Co-ordinator responsible for attendance in Primary and one in Secondary. The Academy Co-ordinator is responsible for checking that the registers are completed each morning and afternoon. More detail about the role of the Academy Co-ordinator can be found in [Appendix 4.5b](#).

All staff, on gaining employment at the Academy will be explicitly informed that every child in the Academy is their responsibility. Therefore all staff, premises, cleaning and part time included, are to challenge lateness and poor attendance directly and consistently with the message that good attendance is directly related to outcomes. If any member of staff believes that a child's attendance or lack of is due to circumstances which need to be investigated then they have an obligation to report any concerns to the Principal or other designated child protection person within the Academy.

School leaders: Obligations

The Principal at Reach Academy: Feltham will have full responsibility for the attendance of the children within the whole Academy. On a day to day basis this responsibility will be delegated to the Phase Leader (Assistant Principal) for each phase. For the purposes of this document it is assumed that the role of the each of the Phase Leaders is the same. Assistant Principal is therefore used to denote either, Vice-Principal or Principal.

As with the Academy Co-ordinator, the Assistant Principal is responsible for ensuring that monitoring of attendance is accurate and completed twice daily. The Principal at Reach Academy: Feltham is responsible for the training and support of all staff employed in the Academy. Potentially as the Academy grows, existing staff will be in a strong position to train new staff in attendance procedures at Reach Academy: Feltham.

The Principal will also provide clarity around obligations and responsibilities for all staff. They will ensure a clear escalation of intervention within the Academy which is understood by all stake-holders; identify clear triggers, student/parent contact points and decision making points for their case management process, for example, when



to consider using a parenting contract (see Governing Body, Obligations); agree with the Local Authority at what point or points it should become involved in individual cases; and regularly review their processes adjusting these as appropriate, for example, the absence levels that trigger Academy-level actions (*Ensuring Children's Right to Education, DfE*).

The Principal is also responsible for reporting attendance figures (for staff and students) to the Governing Body and working with them to find solutions and strategies if it is deemed that attendance is falling below the minimum acceptable levels. These strategies and solutions are outlined throughout this document, and within the Attendance policy ([Appendix 4.5a](#)).

The Principal will guide whole Academy thinking around attendance, ensuring that along with teaching and learning, it is highest priority. Issues behind non-attendance may be complex and the type of intervention required will depend on each individual case and an external agency assessment may be appropriate. The Principal will be directly involved in re-admitting students after a long period of absence, for example during periods of hospitalisation. The Principal will also be directly involved in making decisions about students missing Academy due to exclusion ([Appendix 4.5c](#)) or being educated off-site ([4.3 Organisation of pupils](#)).

One additional, and highly important role for the Principal, is the enforcement of staff contractual obligations and the monitoring of staff absence, particularly for purposes of performance management. Across the Academy, staff will model good attendance to the students. As such, the Principal will enforce all contractual obligations with regards to staff absence. The Principal will also seek HR advice where appropriate from the HR manager employed by the Academy, or the Academy's legal support.

Teaching staff: Obligations

All teachers will address attendance and punctuality with students. They will challenge poor attendance and praise, reward and celebrate good attendance. Some teachers will hold the additional role of form tutor.

This role brings with it the responsibility of completing a form register each morning before 8.05 and each afternoon before 4.20 (variable in the primary phase of the school due to an earlier finish). The register is a legal document and it is essential that it is completed fully and accurately each morning. Form tutors also have an obligation to be in continuous and close communication with parents of students in their form group. This communication can be via email or via phone or face-to-face meetings. All teaching staff must be sure to take attendance into account when judging student attainment and must ensure that where attendance is affecting attainment, any concerns are made explicitly clear to students and parents.

With regards to staff attendance, it is expected that all staff are present each day. Reach Academy: Feltham understands that there are occasions when teaching staff



may be unwell or need to have time off Academy. Each incident will be dealt with on a case by case basis and in all circumstances other than the most extenuating, it is expected that staff will either provide cover work or will agree with another member of staff that they may use the time to teach their own subject content.

Parents: Obligations

Under section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory Academy age receive efficient full-time education that is suitable to the child's age, ability and aptitude and to any special educational needs the child may have. This can be by regular attendance at Academy, alternative provision, or by education otherwise (e.g. the parent can choose to educate their child at home) (*Ensuring Children's Right to Education, DfE*).

There are two offences relating to parental responsibility for ensuring regular attendance at Academy or alternative provision: if a registered student is absent without authorisation from Academy or alternative provision then the parent is guilty of an offence under section 444(1) of the Education Act 1996; if the parent knows that his child is failing to attend regularly at the Academy and fails to cause him to do so, he is guilty of an offence under section 444 (1A) of the Education Act 1996. No offence is committed if the parent proves any of the statutory grounds outlined in *Ensuring Children's Right to Education, DfE*.

At Reach Academy: Feltham we believe that part of parental obligation is ensuring that one's child is attending Academy every day and is always punctual.

Students: Obligations

At Reach Academy: Feltham students will be encouraged to feel a sense of moral duty towards each other. They will be educated in a manner which encourages peer accountability and empowers students to support each other encourage students to support each other, as part of wider participation in developing appropriate social, emotional and behavioural skills.

The concept of 'team' will be central to the culture at Reach Academy: Feltham. Students will have an obligation to challenge each other over poor attendance and there will be whole class incentives for good attendance. Payslip will be the driver of individual attendance as students will receive a 'wage' for attendance at Key Stage 2, 3, and 4 (see [Appendix 4.5i](#)).

Crucial to students feeling accountable for their own attendance and punctuality and that of other students in their form group is a deep understanding of why attendance is so important. Students will be educated about the correlation between attendance



and attainment, and more importantly will be supported through discussion and role play to work through any issues around poor attendance, real or possible.

Learning will be at the heart of the Academy and as a result it will be expected that if students are absent from Academy and are able to complete work to ensure that they don't fall behind, that they should do so and submit on their return to Academy.

Tracking attendance

Electronic register

An electronic registration system will be used in the Academy. This will be used to help monitor attendance, providing an efficient, cost effective and accurate registration process.

Paper register

It may occasionally be appropriate to use paper registers, for example during fire drills, failures of ICT systems, or during Academy trips. In these instances the electronic register will be updated accurately as soon as possible.

Payslip/reports

In addition to a detailed report each half term, each student will receive a report on a Friday outlining just their attendance in Foundation Stage and Key Stage 1 plus any key milestones reached that week. From years 3 – 8 on a Friday students will receive their payslip (see [Appendix 4.5i](#)), which will also be taken home to parents. This outlines their attendance and punctuality for the week. There will be slight variations on the payslip model in all other years, which will be detailed in [Appendix 4.5i](#). At Key Stage 5 students will have conversations with their tutors each week and there will be in depth liaison with their tutor and where appropriate parents will be more or less involved in each student's attendance conversations.

Targets and triggers

All of the targets and triggers below apply to all key stages including foundation stage and apply to both attendance and punctuality. It is important to note that at early stages of the year when each absence has a disproportionate effect on attendance percentages, targets and triggers will be adapted as appropriate.



Target/trigger		Potential action	Level of support
Target	100%	Reward and celebration	Universal support
Minimum target	96%	Reward and celebration	Universal support
Trigger 1	95%	Parental meeting Inform EWO Internal support	Targeted support
Trigger 2	90%	As above EWO action Parenting contract	Intensive support
Below 90% or persistent non-improvement		As above External agency support Parenting contract Fixed penalty notice Prosecution	Intensive support

Universal support = support that the Academy feels all families will benefit from

Targeted support = support that the Academy feels only some families will need and will usually only involve the Academy and up to one external agency

Intensive support = support that the Academy feels only a small number of families will need and it will almost always involve external agencies.

Monitoring and evaluation

Consultation and review process

The final attendance policy will be drawn up in consultation with students, parents and Academy staff and will be published to all interested parties at the start of each round of recruiting the next cohort. The attendance policy will be explicitly discussed as part of the home visit to each child. The attendance policy will be reviewed at least biannually and this shall be completed and presented to the lead governor for attendance.

Weekly reports shall be given, by the Academy Co-ordinator to the Principal, the Head of Year and each form tutor, on attendance and punctuality and each student shall be colour coded according to their status in line with set targets and triggers.

The senior leadership team shall report all attendance data to the Governing Body at least termly and shall also report all results of monitoring and evaluation of intervention. The Academy shall ensure that vulnerable and minority groups are particularly closely monitored and will be able to discuss patterns of attendance



among particular students or groups of students. There will be a breakdown of absence by vulnerable groups; for example students with special educational needs, English as an additional language, new arrivals, free Academy meal eligibility, ethnicity and children who are looked after.

The Academy shall also ensure that all students who are absent for a long period of time will be fully support in catching up the work and reintegrating into the Academy upon their return. This support shall be closely monitored.

Finally, the Academy will ensure that the attendance policy and all monitoring and evaluation will be applied fairly and consistently across all students and families. It is imperative that this is done as it will ensure that all stakeholders fully understand the importance of attendance. Reach Academy: Feltham has read and understood the Equality Act, 2010 and will ensure that it is fully upheld in every part of the Academy. For the full attendance policy see [Appendix 4.5a](#).



Behaviour

Introduction

With highly ambitious goals for our students and rapid progress needed, excellent behaviour will be essential to The Reach Academy: Feltham. A raft of evidence, from practitioners, researchers and policy-makers, attest to the fundamental importance of high standards of behaviour to be present for students to make rapid and enduring progress, this is true in both primary schools (Adams, 2009), and in secondary (Watkins, 2000), with both promoting an ongoing focus on behaviour for learning as essential components of a Academy's success. The success of Charter Schools in the US, (e.g. KIPP Schools) and high performing urban Schools in England (e.g. Mossbourne Academy) has been driven in large part, by relentlessly high expectations of student behaviour. These are articulated through the actions of the staff of the schools, who exemplify high expectations in everything they do.

We will ensure that behaviour contributes to learning rather than disrupts it. We will create an Academy where exemplary behaviour is the norm, with respect and honour at the heart of student and teacher relationships. The academy will be known in the community as a strict and disciplined environment where children learn at an accelerated pace.

The approach to behaviour will be underpinned by three key concepts.

- Firstly, students are set up to succeed, through a proactive rather than reactive approach. Teachers plan, train and teach carefully to ensure that students are able to show the exemplary behaviour that is expected of them.
- Secondly, students will receive meaningful rewards for good choices and hard work, which means that they enjoy and want to repeat their successes.
- Thirdly, relentless consistency and dedication with which the behaviour policy is applied. Students (and their parents) will respect teachers and leaders when their authority is made clear through clear and firm consequences for poor choices.

Recent government policy on behaviour

The importance of behaviour in schools is reflected in the prioritisation by both the previous administration, who appointed a 'Behaviour Tsar', Sir Alan Steer, and the current government's focus, with a range of additional support recently published for governors, Principals and whole schools. Reach Academy: Feltham will ensure that all aspects of Government guidance around good behaviour are fully implemented by the Academy to meet the needs of our students and the staff.



The importance of good behaviour and how it is achieved

The following quote outlines the underlining principles of the Academy and of our structures to ensure good behaviour:

‘Well disciplined schools create a whole school environment conducive to good discipline rather than reacting to particular incidents...There is collaboration and co-operation at the whole school level, the school is student oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central. Principals play a key role in developing policies and practices alongside other key members of staff and teachers as a whole are committed to the students and their work. Most routine discipline problems are dealt with by teachers themselves and there are strong links with parents and community agencies.’

Wayson et al 1982, quoted in British Psychological Society, Submission to the Group

At Reach Academy: Feltham we believe that all children are capable of behaving well and misbehave only when there is reason to. We will ensure that misbehaviour is dealt with quickly, fairly and consistently so that students feel secure within the boundaries of the Academy. We will ensure that all students receive clear and thorough education in the rules of the Academy and in how to earn reward and praise. All students will be given the tools to feel successful from their first day at the Academy. Students will be trained in Kohlberg’s six levels of behaviour and will actively seek to achieve level 6 behaviour (following their own ethical code) and will be encouraged and rewarded when they do.

All staff will be encouraged to take responsibility and that will lead to all students understanding that each classroom is a sacred learning environment which deserves to be treated as such. Escalation will happen consistently and only when necessary. Where children have specific and severe needs, individual plans will be put into place to ensure that those students can achieve their aspirations.

Home visits prior to starting at the Academy will be conducted for all students, including casual or in-year admissions. These visits are vital to enable staff to see the child and the family in their home environment and also to begin to set expectations for the family around all aspects of the Academy. At the home visit the students (along with the parents and members of staff) will read out loud and sign the Whatever it Takes Commitment (see [Appendix 4.5f, g, and h](#)). This clearly sets out expectations around student conduct in and around the Academy. In addition, students will read and sign a student code of conduct (see [Appendix 4.5d](#)) once they are at the Academy. This will be done during summer Academy.



Allegations against staff will be taken seriously and the Academy will ensure that it deals with all allegations quickly, in a fair and consistent way, which provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. The Academy's behaviour policy will set out the disciplinary action that will be taken against students who are found to have made malicious and unfounded accusations against Academy staff. See [Appendix 4.5c](#) for a full draft behaviour policy (including anti-bullying policy).

Building strong relationships for good behaviour

All members of the Academy community, including the governing body must work to build positive relationships that support good behaviour. Reach Academy will work hard to build strong positive relationships with all stakeholders. Key relationships are outlined here.

External agencies

Whenever Reach Academy: Feltham allows external agencies into the Academy we will ensure that the external agency or partner has been fully briefed as to the culture and ethos of the Academy and how to administer the rewards and sanctions. It may not always be appropriate for an external agency to administer the same rewards and sanctions as staff employed by the Academy, but it is important that they are fully understood.

It may be especially important in the work of social services or therapists who work occasionally in the Academy to build relationships with the families as well as the students. Reach Academy: Feltham wishes to position itself as the heart of the community in Feltham and as such will be fully involved in all external agency work as far as is appropriate, calling Team Around the Child and Team Around the School meetings whenever needed.

Non-teaching staff

All staff will be fully trained and inducted and are expected to be polite and communicative at all times, with all stakeholders, particularly students.

Teaching staff

It is vital that teaching staff feel a strong sense of affiliation to the Academy from application to recruitment and beyond. Retention of staff will be a key marker of the



Academy's success and will indicate that successful, professional and supportive relationships have been established. Teaching staff need to build close relationships with each other. This will model good relationships to students.

Teaching staff need to build relationships with students. They will do this by being highly capable individuals, who apply behaviour policies fairly and consistently across all students and treating students with care and support (the warm-strict approach set out below).

Each classroom will run like a high-performing organisation. Teachers will start the year by creating a culture of achievement; marketing messages, and investing students in big goals and the sense that the whole Academy and its stakeholders are working towards a shared mission. Teachers will consistently and collectively evaluate systems and procedures to make operations run smoothly. Staff will create a co-operative working environment where they regularly observe each other and feedback. Effective systems reward good work and help get people back on track.

Parents

Parents are expected to engage in their child's education. It will be made explicit to parents are both the Academy open evenings and the home visits that the success of their child is dependent on the Academy and the family working in partnership.

Home visits will take place during April and May prior to entry in the following September. These visits enable staff to see the student in their home context and begin to assess needs, build relationships with the child and their family, answer questions and discuss the Whatever it Takes Commitment. It is expected that parents will have close contact with the Academy throughout the academic year, including attendance at parents' evenings, ad hoc meetings and phone calls to discuss progress and well-being, support at events e.g. plays. It will be made clear at all initial and on-going interactions with parents that Reach Academy: Feltham requires a partnership between the Academy, students and parents/carers in order for the children to be successful. Parents will often need support in upholding their part of this relationship.

On a rota basis Academy leaders and senior members of staff will be available on call on a designated mobile phone number as we recognise that the complexities of family life mean that support is often required outside of tradition Academy hours. The Academy will make sure that parents are kept regular in contact with all aspects of their child's education, through the use of half termly reports, exhibitions of work, text messages, newsletters, the website and parent meetings.

Students

The organisation of students at Reach Academy: Feltham will enable the fostering of strong, positive and lasting relationships among students. The staffing structure will



also ensure that students feel accountable to a class teacher and have clear lines of accountability above them.

Discipline will provide a platform for learning and relationships with adults at Reach Academy: Feltham will be built around our core values and concepts of rewards and sanctions. Orderly and structured classrooms are necessary in order to create a learning environment in which time is used efficiently. An important component of discipline is structure. The Academy will be a safe, secure place where students know what is allowed and what is not, what will happen if there is a transgression of the rules, and what rewards are available for excellence. Clear and consistent routines will provide an environment where students not only thrive, but also feel able to push themselves beyond of their comfort zone.

Responsibilities and accountability

As above in the case of attendance, all staff, parents and students will receive specific training and support to help them undertake these responsibilities. In particular we will explicitly train students as to the way they should behave in a range of scenarios and ensure that they are clear on what compliance looks like from their first day in the school. Our approach will borrow heavily from charter schools in the US with outstanding behaviour, and will be supplemented by our focus on character education.

Governing Body

As well as fulfilling their own obligations with regards to discipline within the Academy (see below), the Governing Body will hold the Academy leaders to account against their own obligations, by providing an appropriate level of challenge around behaviour. The Governing Body will ensure that it asserts its authority as appropriate and never accepts excuses for poor behaviour in the Academy.

Members of the Governing Body will try to spend time in the Academy in order to fully engage with the discipline and reward structures in the Academy and develop an informed opinion. When visiting the Academy the Governing body will typically engage in observations of learning, meet and talk with students and staff and investigate all areas of the Academy, often with a specific focus, for example behaviour.

The statutory responsibilities of governors for behaviour, discipline and exclusions are provided in Section 88(2) of the Education and Inspections Act 2006 (EIA 2006) and can be found at: <http://www.legislation.gov.uk/ukpga/2006/40/part/7> and Reach



Academy: Feltham will ensure that all legal responsibilities of the Governing Body are upheld.

External Agencies

It will be made explicitly clear to all external agencies involved in helping Reach Academy: Feltham to achieve its goals that ahead of all else, they have an obligation to uphold the Academy ethos and culture of discipline/reward and high aspirations. All external visitors to the Academy must complete a CRB before working with students.

Non-teaching staff

All staff, irrespective of job title, are first and foremost ambassadors of the Academy. All staff will be supported, trained and selected to ensure that are invested in the vision of the Academy. They are expected to follow a professional code of conduct, which will vary slightly by role. Every member of Academy staff must consistently and continually model exemplar behaviour.

Principal and Academy leaders

School leadership will ensure that behaviour policies are followed accurately and consistently. They will model excellent behaviour and behaviour management. The Principal will regularly review behaviour policies and its implementation. The Principal will be held accountable for the behaviour within the Academy and in turn will hold other accountable for delivering the policies set.

The Principal will decide whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole Academy community. Depending on the type of exclusion, in most cases parents will have the right to make representations to the Governing Body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

'Schools are under a duty to provide suitable full-time education for the excluded student from the sixth Academy day of any fixed period exclusion of more than five consecutive Academy days. Local authorities are under a duty to provide suitable full-time education from the sixth Academy day of a permanent exclusion.'

Ensuring good behaviour in Schools, DfE

The Academy leader is answerable to the Governing Body in accordance with Section 88(2) of the Education and Inspections Act and will be held to account by



them according to the legal grounds and guidelines under which they are responsible.

Teaching staff

Our teachers will constantly demonstrate the Academy's core values. Each member of staff will be required to attend at least three home visits per new intake of students. During the home visits staff will read and sign the Whatever it Takes Commitment.

Teachers at Reach Academy: Feltham will believe that addressing small problems prevents larger problems from occurring. Our approach is that teachers should be relentless in upholding high standards for everything from how students sit in class to their tone of voice and eye contact. Discipline should be rooted in creating the best possible learning environment and in helping students develop positive habits that will make them successful in the future. This requires high standards, training, and consistent reinforcement. Proper conduct will be taught explicitly, modelled, and practiced until students internalise it.

Discipline should also help to transform misbehaving and difficult students. It is not designed to give punishments or consequences alone, but to change behaviour for the better. To do this effectively we need to achieve a balance of warmth and toughness—or a *warm-strict* approach:

- In terms of warmth, discipline must be rooted in concern and care for students. This should be explicit and not implied. Students will know that they are important and matter to teachers and the Academy. Reach Academy: Feltham will be a school where students develop their own internal code of conduct, created by a desire to do well and receive intrinsic and extrinsic rewards, not by a desire to avoid consequences.
- For the strict approach, teachers will be assertive and consistent. Confidence will come across in both voice and manner. Particularly in an urban environment, respect is earned. Therefore, teachers must gain respect from students by showing that they mean what they say and say what they mean.

Our discipline will be strong and consistent, rooted in concern and love.

All staff will follow a staff code of conduct (see [Appendix 4.5e](#)).



Parents

Before enrolling their child, parents will read and sign the Whatever It Takes Commitment. This commitment outlines all aspects of Academy life at Reach Academy: Feltham and ensures that there is complete clarity around routines and expectations of parents before students begin the Academy.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the Academy or Local Authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during Academy hours within the first five Academy days of any exclusion. If they do not, the Academy or Local Authority may issue a £50 penalty. Parents must also ensure that their child attends the suitable full time education provided by the Local Authority from the sixth day of exclusion. If they do not, the Academy or Local Authority may ask them to sign a parenting contract, may issue a £50 penalty or the Local Authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary Academy and any fixed period exclusion of more than five days from secondary Academy. Failure to attend may make it more likely that the court will impose a parenting order if the Academy or Local Authority applies for one.

Rewards and consequences

Every effort at the Academy will be given to encouraging excellent behaviour.

The table below shows an overview of the rewards and consequences which will be employed at Reach Academy: Feltham across a typical year to encourage excellent behaviour. Not all rewards and consequences are applicable at all phases. This table demonstrates our belief that rewards should be given frequently and consequences served quickly.



	Rewards	Consequences
Instant	Clicks, claps, merits, praise, stickers	Demerits, verbal correction
Daily	Shout outs, marked work, phone call home	Detention, homework catch-up, Prep 1 or 2, exclusion, phone call home, removal from class
Weekly	Enrichment, star student award, attendance prize, phone call home	Enrichment detention, Prep 1 or 2, exclusion, phone call home
Half-termly	REACH prize, trips, academic attainment and progress prize, attendance prize, wristbands	
Termly	All of the above, REACH auction	
Yearly	All of the above	

This structure of rewards and consequences will help to build a culture of success.

Reach Academy: Feltham teachers and leaders believe that creativity and excellence can flourish only within a structured academic setting. Quick feedback loops involving frequent reward and celebration, coupled with short, medium and long-term goals help to motivate students and give them clear guidance around appropriate and respected behavioural choices. Efficient learning and superior teaching cannot take place if a great deal of instructional time is taken up with misbehaviours. To that end, Reach Academy: Feltham requires teachers and students to adhere to a number of organisational routines that promote order, efficiency, good behaviour, and attention to task.

Staff and students will need to work together to create a culture of success at the Academy by:

- building strong relationships in and out of the classroom;
- valuing all students' achievement levels and contributions to the class and teaching students to do the same;
- setting academic and behavioural goals that the whole class can achieve if everyone works together and setting academic and behavioural goals that each individual can achieve;
- celebrating success; and
- teaching respectful behaviours.



Sitting below these principles is a huge level of detail which is planned for behaviour management. As behaviour management of the middle Academy will be important to the success of Reach Academy: Feltham during start up, we have shown the detailed approach to behaviour management in Appendix A.

Accountability and responsibility

The Principal and the Primary and Secondary Principals are responsible for ensuring that all aspects of the behaviour policy at Reach Academy: Feltham are upheld. In addition, each member of staff is responsible for ensuring that the behaviour policy is implemented as intended and they will receive training to do so. Reach Academy: Feltham acknowledges that Ofsted criteria need to be met in order for the Academy to be fulfilling its duty.

Monitoring and evaluation

As appropriate and in accordance with all statutory and other guidelines the behaviour policy will be reviewed. The Governing Body and the Principal are responsible for ensuring that all reviews involve consultation with all key stakeholders.

Fair and consistent application

The behaviour policy will be applied fairly and consistently in accordance with all guidelines and all staff will receive training to ensure that they are able to carry out this task.



4.6 Community engagement

The importance of community engagement

Our Academy will promote active contributions to modern British society and good community relations. An ethos of community engagement will be part of our Academy ethos and will not be limited to one person responsible for community engagement. We believe that a small Academy is essential for our students to succeed, but this small Academy community will be complemented by engagement with the wider world. We believe that a school is greater than the sum of its parts: that a great school can rejuvenate an entire community. We take as a prime example of this Harlem Children's Zone in New York, where [REDACTED] and his team have proven that community engagement on every level can achieve incredible results. We seek to replicate that achievement in Feltham.

We are aware of our responsibility to act within accordance of the Equality Act 2010 and welcome the government's priority to remove unnecessary burdens and make the law easier to understand and comply with. An example is the Equality Duty, the aim of which is for public bodies to consider the needs of all individuals in their day-to-day work, in developing policy, in delivering services, and in relation to their own employees. We will be a true community Academy that treats all community members equally.

Our vision is for community engagement fully integrated into our curriculum. A template for how we hope to work is YES Prep in America, where YES stands for Youth Engaged in Service. Like YES Prep, we intend for community service to be a key pillar in our Academy's education. We will achieve this in a number of ways: Assistant Heads and other staff will design projects that take their students out of the classroom and into the community; we will bring in outside speakers and experts to engage directly with the students; students will choose projects and charities to support; we will develop work experience schemes with charities that enable students to gain experience of the world of work, whilst also engaging with community issues.



Our Community Engagement Plan

Introduction: Partnership

Our community engagement plan is based on partnership with a wide range of groups and individuals. It is based on three tiers of engagement:

1. The School Community: Students, staff, parents and families
2. Localism - The Local Community: Residents, businesses, education groups, community groups and health sector organisations
3. The Global Community: National and International community organisations, with a particular focus on education and the environment

Through our community engagement plan, our students will act as a catalyst for success throughout the community and inclusion for all.

A key issue in Feltham: NEETs

There is a large and expanding population of young people not in education, employment or training (NEET) in the UK. The Coalition government has named addressing this issue as a priority and we welcome their commitment. We are aware of the Skills Funding Agency's (on behalf of YPLA) plans to support 4-19 year old NEETs into education, employment and training, and prevent them from becoming NEET in the first place, who have a specific contract for West London (Hounslow, Brent, Ealing, Hillingdon and Harrow). We will seek to collaborate with the Skills Funding Agency's appointed organisation on this critical issue. We have also identified a number of other groups that work on the issue of NEETs in Hounslow and, once we have approval for our Academy, we will build strong relationships with all of these organisations:

- [REDACTED] provide training, confidential information, support, counselling and holistic health care services to individuals affected by substance misuse and mental health difficulties (including families of those affected)
- [REDACTED] uses drama to address very serious issues, develop young people's self-esteem and confidence, and to control their emotions while also understand serious issues that affect the local community.
- [REDACTED] support young people using alcohol and/or drugs up to the age 18 years old.
- [REDACTED] use environmental and outdoor activities to engage disaffected young people in education



- [REDACTED] is a volunteering mentoring organisation that works with: offenders in the community offenders in custody, young people on youth offending orders, young people at risk of offending and asylum seekers
- [REDACTED] work with disadvantaged people, offenders and those at risk of offending, to help them find positive alternatives to crime.

The School Community: Students & Staff

A small school offers exceptional opportunities for engagement by students and staff across the year groups. We believe that peer teaching is an under-utilised tool, which benefits both the child being taught and the child that is teaching. In supervised and well-planned conditions, our older children in the secondary section will be brought in to teach children in the primary section. As well as being beneficial for the students' academic understanding of subjects, this is a wonderful opportunity for students to learn empathy, emotional intelligence, teamwork and social skills. It is often said that the best way to learn something is to teach it and we believe this to be true. We will have peer teaching within year groups and across year groups on a regular basis.

We will extend peer support to staff as well as students. Peer reviewing will be a key aspect of performance improvement for teachers at our Academy. We will be a true community in which staff and students feel empowered to offer positive, constructive feedback on all aspects of Academy life.

The School Community: Parents & Families

We have had many successful interactions with local parents and families thus far and will continue in this vein once the Academy is open. We believe that positive, strong relationships between the staff of an Academy and parents are essential for the success of the Academy. Interaction with parents will be frequent and substantial, acknowledging that all parents want to best for their child, though some parents might benefit from support. We will provide support and training for parents, including opportunities for families to learn mindfulness.

This training will in part be focussed on the needs of the child, but will also aid parents in raising their self-esteem and knowledge, such as how to help with homework or how to encourage good behaviour. A good example of this is a scheme run at Southville Children's Centre called 'Men Behaving Dadly,' which enables relationship building between dads and their children, raising self esteem, increasing confidence in parenting, promoting the value of play and combating the sense of isolation many fathers feel.



In addition to these Academy-related interactions with parents and families, we will also seek to run courses in the evenings for parents and other adults in the community. We will consult with local people to identify the sorts of courses they would like to see, but one example that has come out of our interactions with parents thus far is the need for English language classes. We will aim to provide these sorts of opportunities for our parents and other adults in the community.

Localism – The Local Community

Students at Reach Academy: Feltham will be encouraged to ‘think global, act local,’ meaning that they will have a grasp of international issues but act positively within their own community. Another term for this is ‘localism’ and chimes with the government’s priorities in building a ‘big society.’ We will build partnerships and relationships with local residents, local businesses, local education groups, local community groups and local health groups.

There are many innovative ways in which to encourage engagement with the local community. One of our advisers, [REDACTED], [REDACTED], specialises in running film workshops for Academy students. Making a film about a topic in the local community has been shown to be a very effective way to encourage students to (a) engage with important issues and (b) take steps to address those issues. We would seek to work with innovative educators like [REDACTED] to design a challenging and exciting community engagement plan.

Localism: Residents

We believe it is important for all local residents to feel a part of the Academy, even if they do not have children attending the Academy. We will aim to partner with local neighbourhood groups, local religious groups and local councillors to ensure local residents are involved in our activities. There are some simple ways we can do this, such as inviting the neighbourhood group to use the Academy as a meeting place, or offering the Academy as a location for the local councillor to run ‘surgeries’ for local residents.

Localism: Businesses

As detailed in our Finance section, we seek to build strong relationships with the businesses of Feltham and Hounslow more generally. We believe that our Academy is uniquely placed - both geographically and in terms of what we are offering – to work with the corporate world. Our Academy is located in close proximity to Heathrow, on the corridor between the airport and central London. As a result there are a large number of very large corporations headquartered in the Borough. We believe this to be a truly untapped resource. We have spoken with local community groups and have found that the following businesses have already engaged in charitable work in the community:



- Glaxosmithkline – has its headquarters at the [REDACTED], just to the north of Feltham. They have already engaged with Southville Children’s Centre on a few community engagement initiatives.
- BSkyB – also has its headquarters at the [REDACTED]. We have learned that they have sponsored a number of community and education initiatives in the area. Their staff have engaged in things like staff bonding days during which they plant flower beds around community centres; and
- BAA – comes into the Feltham community on a regular basis, often with a road show to recruit staff.

The above list gives a flavour for the type of very large corporations in the local area. We strongly believe, and have been confirmed in this belief by conversations with local community leaders, that these corporations could give a lot more to the local community. We believe we could make a very strong case for corporate sponsorship of aspects of our Academy. The precise pitch would need to be well considered and would depend on the interests of the corporation, but the sorts of things that might be attractive to a corporate sponsor might be:

- Technology sponsorship – A technology-based company like BSkyB might be interested in sponsoring the ongoing provision of ICT facilities at the Academy;
- Enterprise training – All of these corporations might be interested in sponsoring an enterprise programme that brings our students into the world of business;
- Off-site learning – An organisation in the travel industry such as BAA might find it attractive to sponsor an off-site learning program that encourages the students to engage with the wider world; and
- Health care – A company like Glaxo might be interested in sponsoring a program that encourages good health initiatives in the community such as eye sight tests, healthy lifestyle training, breast-feeding classes for parents and advice on a career in science or medicine.

A key element in our approaches to businesses will be to ask the question: What can we offer to your business? We think it is very important for ongoing, sustainable community engagement that both parties feel they are benefiting in some way from the relationship. To take an example, when we approach large corporations for sponsorship, we will be offering to help them in their corporate social responsibility departments. This might include offering opportunities for staff bonding through a community service day at our Academy. Or it might involve designing a project through which our students test a new product or strategy, thereby offering the students an insight into the world of work and offering the company a market



research opportunity. Our community engagement will develop partnerships with local businesses for mutual benefit.

Localism: Education groups

We have built relationships with several local education groups. The most exciting is with [REDACTED], led by [REDACTED]. We were directed to [REDACTED] by [REDACTED] and [REDACTED] from the [REDACTED]. We have spent a considerable amount of time now with [REDACTED] and her excellent team. We very much intend to work closely with [REDACTED] as we open our Academy, to learn more about the community and engage with it. We have also visited Alf King's Children's Centre and have spoken with staff and parents there. We intend to develop our relationship with the manager, [REDACTED], and his team. We have visited local Nurseries, notably Harvard Park Day Nursery, where we have had very interesting conversations with [REDACTED] and [REDACTED]. We will work with all education groups including nurseries and schools in providing a community hub at our Academy.

Localism: Community groups

We met with [REDACTED], [REDACTED] is a representative body for the [REDACTED], which plays a pivotal role in developing the social, cultural, physical, educational, and economic future of its members, and speaks with one voice. Although our Academy premises will be just outside the [REDACTED], [REDACTED] said that there may be opportunities for partnership and that Academy groups often engaged in volunteering through the [REDACTED] [REDACTED]. In addition, the possibility has been raised of creating a similar Community Development Trust for the Feltham area should there be local interest. Reach Academy: Feltham would be an ideal hub for this kind of community activity.

We have also had productive conversations with [REDACTED] which is a charity that intersects the education and environment worlds. [REDACTED] designs educational programs for students in West London that take them out of the classroom to 'learn on the land.' Green Corridor programmes vary from fairly simple programs such as running allotments to year-long programs of outdoor educational instruction. We subscribe to the Green Corridor belief that children can learn incredibly well outside the classroom and will work with them to create programs that complement our Academy curriculum. Our premises manager will work with groups such as Green Corridor to ensure that our premises are used productively and educationally. A vegetable allotment onsite is a desirable example of this, although it of course depends on the opportunities offered by the premises we settle on.



Localism: Health groups

A large party of health sector activity revolves around encouraging healthy living. Healthy living should not be expensive; it merely requires understanding and a time commitment. Reach Academy: Feltham students will be taught how to live a healthy lifestyle and they will be encouraged to spread their knowledge to their families and communities. This will include everything from living an active lifestyle, for which we will partner with local organisations like [REDACTED] to provide varied exercise activities, to eating nutritional meals, for which we will work with the School Food Trust and finally we will incorporate activities in our Academy day that contribute to a healthy mind, for which we will look at best practice on topics like meditation and well-being such as at Latchmere Academy in Kingston, where meditation is part of the curriculum.

We will also partner with Hounslow Council and local health providers to deliver schemes designed for students of Academy age, for example around sexual health.

The Global Community: Education

Our Academy community will engage with the wider Education sector. We already have links with organisations that are well established in the UK. One is Teach First, which for example runs the HEAPS programme (Higher Education Access Programme). We would seek to work with Teach First not only in recruiting Teach First teachers, but also by working with them on the large number of innovative schemes they are running through their partner schools. On a global level, our Principal designate, [REDACTED], has been working with Teach for All to set up schools in 18 countries around the world. [REDACTED] will bring these links to Reach Academy: Feltham, and will encourage staff and students to build links and partnerships with schools around the world. We believe students can learn a great deal from interactions with students from different countries and will encourage these interactions.

Another organisation with whom we have very strong links is Reach Cambridge, an organisation founded and run by the [REDACTED], [REDACTED]. Reach Cambridge specialises in preparing 14-18 year old students from around the world for University. [REDACTED] and his team have offered pro bono support for preparing Reach Academy: Feltham's students for University. There are numerous ways in which this can be achieved, through visits to Universities, summer schools at Universities such as with the Sutton Trust, bringing academics and access officer to the Academy to speak with students and educating parents about the opportunity of University. When we run these activities on-site we will open them up to all members of the community that are interested in University. One of the barriers for children from deprived backgrounds in reaching University is a lack of understanding on the part of their families and communities. We will address this with free, informative evening talks for all members of the community.



We will also take the lead of Reach Cambridge in choosing an international education charity to support each year. We believe it is important for our students to understand and appreciate educational disadvantage on an international level. One charity with which Reach Cambridge has worked closely in recent years is the [REDACTED] t. [REDACTED] [REDACTED], through a whole Academy programme that incorporates everything from the building of sustainable Academy buildings, to training staff and supplying the Academy with materials. This is the sort of charity we will engage with so that we can educate our students about the wider world and also help them to make a difference. Engagement does not simply mean fundraising. We believe the most impact can be created when students embrace the charity's goals and thus act as ambassadors for its work. Our students will fundraise, advocate, lobby, learn and teach about our chosen education charity. A key way to ensure the buy-in of students is for them to help make the decision over which organisations to support. We will encourage our students to research and choose their annual charity and by doing so, empower them to lead their community service initiatives.

The Global Community: Environment

The Academy will seek to engage the wider community on environmental issues by acting as a hub for local community groups to meet (e.g. Friends of the Earth) and host community events such as environmentally themed film screenings (e.g. The End of the Line). The Academy would actively promote energy efficiency amongst the students and encourage the students to take this knowledge to their families to help them save money and carbon.

The proposed retrofitting of the Academy premises to high energy-efficiency standards including micro-generation (see Premises section) would enable the Academy to act as a local case study illustrating the practical steps that can be taken to save carbon, energy and money in the Education sector. The Academy would host two open days a year where the local community, schools and businesses would be invited on a tour of the Academy to showcase and offer guidance on the actions that can be taken to meet the government's target of an 80% reduction in carbon emissions by 2050.

An area of the Academy ground would also be set aside for an allotment to be run by students, parents and the local community. This would provide locally sourced food that would reduce carbon emissions, save families money in their food expenditure and encourage community cohesion.

The Academy would also forge links with schools in other countries to promote cross-cultural learning amongst the students and the transfer of old reading materials to schools in developing countries.

One of our advisers, [REDACTED], is [REDACTED], a [REDACTED] that focuses on reducing energy waste in educational environments. [REDACTED] has offered pro



bono support in putting into place a community engagement strategy around environmental issues.

Our contacts

The Council: Community Engagement department

We have had very productive conversations with the [REDACTED], led by [REDACTED]. [REDACTED] and [REDACTED] have been particularly useful in putting us in touch with key leaders in the local community. They introduced us to the following key people:

- [REDACTED]

We have had productive conversations with these community leaders and fully intend for our Academy to work in partnership with all community groups.

The Council officers & members

As well as meeting with [REDACTED], [REDACTED] and [REDACTED] in the Community Engagement Department, we have built good relationships across the Council as we have put together this submission. We believe positive and constructive interaction with the Council is incredibly important as we work towards the same goal of improving educational attainment for the children of Hounslow. The following is a list of the key people we have met to discuss our proposal:

- [REDACTED]

Our conversation with [REDACTED] was particularly positive, in that he understands the chronic need for Academy places that is coming through the system. Meanwhile [REDACTED] and [REDACTED] have been incredibly helpful in putting us in touch with the relevant people in the Council.

The Council is of course a major stakeholder in our new Academy and we will continue to work with Council members and officers to provide an excellent education for the children of Feltham.



Reach Academy: Feltham

5. Evidence of demand

June 2011





5.1 Demonstrating parental demand

The community we seek to serve

Reach Academy: Feltham will be an all-through, publicly funded, co-educational, independent, non-denominational, non-selective Academy for local children with an admission number of 60 students.

We seek to serve children and parents principally from the postcodes TW13 and TW14. We have worked with Hounslow Homes (who manage the 16,000 Council houses in the borough) to identify the main estates in the Feltham vicinity, as follows:

[REDACTED]



A desire to reach the most disadvantaged families is at the core of our mission. Through our initial consultation we have taken particular steps to engage “hard-to-reach” parents. In this we have in particular benefited from the help and advice of the [REDACTED], namely [REDACTED], [REDACTED] and [REDACTED] and the many contacts they have put us in touch with, notably [REDACTED] of [REDACTED]. Further details on our extensive community interactions can be seen in the ‘Community Engagement’ part of the ‘Educational Plan’ section.

We recognise, in accordance with the Admissions Code, that statutory proposals for new schools must (School Organisation Regulations, 2007) contain an indication of the proposed admission arrangements. Once approved, the admission arrangements must remain unchanged for two years after the first year of operation unless the Schools Adjudicator allows an application to vary them because of a major change of circumstances.

Each year, from 2012/13 to 2018/19, we will admit 60 students into Reception and 60 students into Year 7. Students entering the Academy in Reception will be doing so under the explicit understanding that the Academy is all-through (4-18 years). In admissions year 2019/20 there will cease to be a formal entry point at Year 7 and the current 60 students in Year 6 will transfer to Year 7 without reapplication for a place.

Students will still be able to transfer out of the Academy at any point. If students choose to transfer out of the Academy rather than progress to Year 7, then Reach Academy: Feltham will transfer students in from the waiting list, which will be subject to the Admissions Code.

In accordance with the Admissions Code, where there are enough places available, every child who has applied for a place will be offered one without condition or the use of any criteria.

Our over-subscription criteria are as follows:



Over-subscription criteria

- | | |
|--|---|
| 1. SEN where Academy is named on statement. | Priority will be given to students with statements of special educational needs, where the Academy is named on the statement. |
| 2. Children in public care | Children who are in public care. |
| 3. Siblings already attending the Academy | Children who have a sibling who already attends the Academy and who will continue to do so on the date of admission (for this purpose "sibling" means a whole, half or step-brother or step-sister resident at the same address. Where a child has been legally adopted, he or she will be regarded as the sibling of any other children with the same legal guardian, all of whom reside in the same household). Where parental responsibility is shared, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address. Where applications are received by twins, triplets and same-year siblings, all siblings will be offered a place. |
-

In order to serve the community and people within that community who need the provision our Academy will offer the most, we will chose our over-subscription criteria based on what factor helps us to achieve that aim.

The current lack of fixed site means that we are unable to unequivocally state our main oversubscription criteria, but it will likely be one of the options below; whichever will better achieve our aim.

4. Shortest straight-line distance to the Academy

Either

Distance will be measured by the Local Authority's geographical software system. This software measures using public roads and footpaths adopted and recorded by Hounslow Council's highways team. When using roads for measurement purposes the software measures along the middle of the road. It starts from a point in the property (as determined by the Ordnance Survey and postal address data provided as the child's address), and continues by the shortest available route to the nearest of the Academy gates which is used by students to enter the Academy grounds. Blocks of flats are treated as one address. In blocks of flats, priority will be given to the lowest flat number i.e. flat no 11 will be given priority over flat no 12. Not used are routes using common land, open spaces, public parks, subways or footpaths not adopted by the highways team. In the event that the distances are equal, the Local Authority (not the Academy), will draw apply the tie-break policy to determine which applicant should be offered the place.

Where parental responsibility is shared, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address.

If we were to take [REDACTED] as one of two or three sites for the Academy, we are confident that using this criteria: shortest distance from [REDACTED], [REDACTED], **Feltham**, [REDACTED], [REDACTED], would achieve our aim.

4. FSM eligibility

Or

Subject to the potential changes in the Admissions Code currently under review, eligibility for FSM is a criterion we would strongly consider using in the future.

A fair system is one that provides parents with clear information about admissions and supports those parents who find it hardest to understand the system. In order to ensure that all parents in the local area have equal access to information about Reach Academy: Feltham and the admissions process in general, we will operate open evenings and outreach support to compliment any support currently offered by the Local Authority.



Our strategy for parental engagement

NOTE: We have registered Reach Academy Ltd with the Information Commissioner (ref. pwb341).

Our approach to engaging with parents in order to evaluate demand has been to spend time in person talking in depth to large numbers of parents. A desire to reach the most disadvantaged families is at the core of our mission.

The advantage of this approach is that we have 422 (with more than 167 in the correct age range) signatures showing clear quantitative evidence of demand alongside our evidence of the wider demographic case *and* in addition we have a thorough understanding of the drivers of this demand; we have heard at length about the concerns and aspirations of Feltham parents. You will read some of this qualitative analysis below.

Our main target group has been parents in the postcodes TW13 and TW14 preparing to choose a primary or secondary Academy for their children, i.e. parents of children in nursery and those in Years 4 and 5. We have also spoken to parents in nearby postcodes and those with children of other ages. The precise postcodes and children's ages are shown below.

Through this engagement and consultation process we have become more confident of a huge demand for our proposal from local parents. Parents have expressed concern about the lack of provision of places and of the perceived poor quality of the available options, and have spoken with passion about wanting a small, All-Through Academy where every student, from Reception onwards, is working towards top grades and access to a top University.

Many parents asked us if they could sign up immediately.



Summary of demand survey

Age (in years)	Totalsignatures
<1	18
1	29
2	50
3	53
4	34
5	21
6	24
7	30
8	31
9	33
10	26
>10	73

The table above shows the number of signatures captured in each age range.

Our process for engaging parents so far

We first spoke with [REDACTED], [REDACTED] at Hounslow LA in November 2010 and have had subsequent meetings with [REDACTED] and his team. In April 2011 we talked to the Community Engagement team at Hounslow LA and [REDACTED], [REDACTED]. With the assistance of these people and others, from November onwards we started compiling a list of community groups, individuals, educational groups such as nurseries and other groups to visit in order to engage with parents, and in particular to meet “hard-to-reach” parents. That list included:

[REDACTED]
Between January and May we called, emailed or visited each of them, and talked to parents and community leaders in order to get an initial gauge of demand. On 17th April we returned to Southville Children’s Centre to survey parents. We chose a Academy holiday so many Academy-age children were there with their parents enabling us to get a very good sample of parents of children aged between <1 to 10<.

On 21st and 22nd April, we organised a team of 12 volunteers, including several alumni from Teach First, to talk to parents in Feltham. Our volunteer team covered [REDACTED] and surrounds including [REDACTED], [REDACTED], [REDACTED] and [REDACTED] amongst others.

The following map (a screenshot from our online interactive map) demonstrates how we researched and planned our approach using google maps software. The markings on the map have the following significance:



- The blue shaded areas are estates identified by [REDACTED]
- The inner blue line delineates the area identified by Hounslow LA as having severe poverty (see section on 'Location Rationale' in 'Educational Vision')/
- The outer blue line delineates the area identified by Hounslow LA as having a demographic bulge in population and pressure on Academy places
- Yellow house symbols mark initial possible premises
- Red markers are secondary schools
- Green markers are primary schools
- Flags are nurseries

Thus we were able to target particular areas around Feltham with a solid understanding of the surrounding community and their Academy facilities.



We talked to the parents of 422 children, collecting their contact information and asking them to complete our survey.

When canvassing with groups of supporters, we produced a sheet, which contained the following information in order to ensure clarity and consistency around the messaging parents were receiving about Reach Academy: Feltham.

Below is an example of the guide we gave to our volunteers:

1. Introduce yourself and listen attentively and take notes, remember we want this Academy to serve the needs of this community.
2. Introduce yourself and ask if they would mind speaking to you for a couple of moments about Academy places in the local area.
3. Ask whether they have any experience with schools in the local area.
4. Ask whether they are aware that there is a shortage of Academy places imminent in the local area.
5. Ask what characteristics they would like to see in a new Academy to the area.
6. Explain the three core aspects of Reach Academy (using the flier to help).
7. Ask if they have any questions.
8. Explain that we need to demonstrate parental demand and that we would like them to sign the form if they would put our school down as one of their choices for their child.



The form that parents have been signing has 7 columns entitled: name, number of children, ages of children, post code, email, comments – what would be important for your new Academy, and contact Y/N.

In addition we placed fliers in shops, restaurants and services such as hairdressers on the [REDACTED]. We placed them in small outlets and newsagents often for free, but occasionally paying a nominal charge for a central position in the window. We left fliers on the counters of all the fast food restaurants such as [REDACTED] along the [REDACTED], on notice boards in [REDACTED], [REDACTED] and [REDACTED] as well as on the end of all of the checkout points. In [REDACTED] we displayed our fliers on the counter and talked to families queuing,

An example of our flier is overleaf:



Want a better future for your child?

Reach Foundation wants to start a new school in your area.

We need your help!

SMALL AND LOCAL

One-on-one support and care for all children

ALL-THROUGH

An excellent education from 4 to 18

UNIVERSITY FOR ALL

We will support your child to reach their potential

At Reach we believe in working hard and playing hard.

We will work with you to create a better future for your child.

For more information, email info@reachfoundation.com or call 0870 8031 732.



Our strategy for engaging with families from deprived or disadvantaged backgrounds

We are committed to making our Academy known to students and families from deprived or disadvantaged backgrounds.

We have received positive responses when we have described our aims. We have refined our messaging to make it easy for all people to understand the essence of our Academy in a short amount of time and with limited literacy. Reach Academy: Feltham will be a school that genuinely affords all children, and particularly underprivileged children, the opportunity to succeed academically. We are aware of our responsibility to act within accordance of the Equality Act 2010.

The strategy and process described above was designed with the aim of reaching 'hard-to-reach' families from deprived or disadvantaged backgrounds as well as all other families in the community. In particular the advice and contacts we received from the Community Engagement Dept at Hounslow LA were invaluable.

Our decision to engage with parents by talking to them face-to-face rather than, for example, evaluating demand via online surveys, was made on the basis of accessibility: it enabled us to reach 'hard-to-reach' families. In addition, it gave us a chance to ask local parents what aspects would be important to them at a new Academy. This has informed much of our educational vision and plan.

For the same reason we focused our efforts in certain locations including [REDACTED] and the Housing Estates mentioned above. In [REDACTED] we went door-to-door in order to reach as many parents as possible.

In our future engagement and consultation we believe it is essential to continue with this approach. In fact a desire to reach the most disadvantaged families is at the core of our mission.

We believe it is important to take consultation to where our parents are, rather than expecting them to come to us to tell us what they think. This will inform our choice of location for town hall-style and smaller meetings. However it also informs our desire to reach out to parents at home. We plan to visit parents and families at the same time as other professionals, for example health visitors. We recognise that reaching some of the hardest to engage may require working with members of the community who speak other languages.



In addition, we believe we have an enormous asset to call on in the Teach First network. There are now over 2,000 Teach First teachers and alumni. This constitutes both a huge body of expertise (for example in community outreach and parental engagement) and a large army of potential volunteers with experience and understanding of working with students and families from more deprived areas.

The results of our interaction with parents

We surveyed parents in Feltham. Below is a sample list of all of the parents who have identified a desire for Reach Academy: Feltham to be one of their choices when it comes to selecting a school for their child. For all of these parents Reach Academy: Feltham would be a realistic option (i.e. they live within a reasonable distance as evidenced by the postcode data).

We have collected 103 signatures of parents with children of the relevant age for our Primary intake for the next two years, which constitutes 86% enrolment in our first two years of operation. We have also collected 64 signatures of parents with children of the relevant age for enrolment at Secondary for the next two years, constituting 53%, of which we know to be higher as some of the 7 and 10 year olds are in the correct year at Academy to make them eligible.

The bright yellow below denotes the students who are in the correct age range to be eligible for a place at our Academy in 2012/13 and 2013/14. The light yellow denotes students who may be eligible depending on where their birthday falls in the year. For example some of the 10 year olds we spoke to were in Year 5 and would therefore be eligible for entry in 2012/13.

Age (in years)	Total signatures
<1	18
1	29
2	50
3	53
4	34
5	21
6	24
7	30
8	31
9	33
10	26
>10	73





In addition to the quantitative evidence set out above, we spoke in-depth to many parents. This has allowed us to prepare some initial qualitative evidence. We reviewed the notes from our conversations and identified themes that emerged.

Many parents talked about the desire for a *small* school that would serve the *local community*. Some saw the benefits of smallness being that students would be *listened to* and that bullying, which they considered a problem in other schools, would not occur.

They responded positively to the idea of an *All through* school. When we analysed unprompted responses (to the question “what’s important for you in a school?” before we presented our vision) parent’s top demands were for *excellent teachers*, *after-school activities* and *additional support* for their students, and for a school with *high standards*. We have included a selection of quotes from parents to illustrate the need that they believe exists in the local area:

	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]
[REDACTED]	Parent in [REDACTED] with [REDACTED]



The wider demographic case

Demographic need for Academy places

We have sought several sets of data so that we can be sure that a school is needed in this area. The most reliable and recent data comes direct from the Council. We have been in close communication with [REDACTED], [REDACTED]. The Council says that it is short of 13 forms of entry in 2012 at primary, which equates to around 400 children without Academy places. Detail on this shortage can be found in the [REDACTED].

These are the areas where there is particular need, according to the Council:

Feltham/Bedfont

- 4 Forms of Entry (FE) of which 1 or 2 FE are hoping to be supplied in bulge classes at existing schools

Heston

- 2.5FE

Central Hounslow

- 4.5FE

Isleworth

- 2FE of which 1FE has been supplied at an existing Academy

Even with the 2 bulge classes, there is still a shortage of around 300-350 school places in 2012. According to the Council's Planning Strategy document:

'Despite the Borough providing for an additional 7.5 FE at Reception between 2010/11 and 2011/12 through the expansion of existing schools, there remains a projected shortfall of approximately 14-17FE (430-480) reception places across the Borough by 2012/13.'

The Council anticipates this bulge working through the system in the coming years, so that need for places at secondary will become equally desperate.

A second set of data was supplied to us by Boston Consulting Group in conjunction with New Schools Network and demonstrates the shortage of Academy places in Hounslow by 2013/14.



Capacity forecast - % shortage of places in 2013/14, Partnership for Schools

Local Authority	Region	Absolute number of places 2009	% shortage of places in 2013/14	Absolute number of missing places 2013/14
Hounslow	LONDON	18,494	10	1849

We have spoken with the Council to see how this bulge is affecting Academy admissions and have examined the admissions data on all schools in the Feltham / Bedfont / Hanworth area. Here is the general response:

'We've seen a huge increase in demand for places and all our Infant classes across the whole area are full, which will begin to work its way up through Junior classes very soon. None of our schools have falling rolls now, and the demand for places in Bedfont and Feltham has been much greater.'

More specifically, we have oversubscription data on all the schools in the area, and the following two examples from 2010 give a flavour for the sort of demand there is for Academy places – these two schools alone are short of 79 places, which would on their own be sufficient to populate our 2FE Academy: Feltham Hill Infant/Junior - oversubscribed by 47 (137 for 90 places) and St Lawrence RC Primary - oversubscribed by 32 (90 for 58 places).

At secondary the case for a new Academy is compelling for the same reason: the population bulge in Hounslow is coming through. But it is also compelling because of the number of students that are leaving the Feltham / Bedfont / Hanworth area for secondary schooling. Anecdotally we have been told (by the [REDACTED], [REDACTED]) that many children have to take buses out of the Borough to go to schools in Richmond. There are around 650 primary Academy places in these three wards, and yet at secondary, there are only 460 students at secondary Academy. This is compounded by the fact that the two local secondary schools have, historically, had a fairly poor reputation. As a result, parents prefer to send their children farther afield for secondary schooling. Students are leaving the area for their secondary schooling. Our Academy would offer a high-quality, local alternative. Our conversations with local parents, evidenced in the demand section of this application, have resoundingly told us that a school of the type we are proposing is not only desired but is absolutely necessary.



5.2 Consultation and equality of opportunity

When an application for any Free School is approved the Academy Trust will be expected to carry out a statutory consultation as set out under Section 10 of the Academies Act 2010. We recognise we have a legal duty to “consult such persons as [we] think appropriate”.


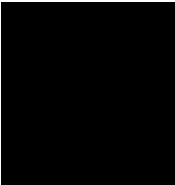
Section 10 (1) of the Academies Act says: “Before entering into Academy arrangements with the Secretary of State in relation to an additional Academy, a person must consult such persons as the person thinks appropriate.”

We plan to undertake consultation for a duration of 8 weeks. We commit to publishing the results of that consultation on our website and where appropriate to amend our proposal to reflect local views.

People we have already consulted on our proposal so far:



Those we intend to consult with:

People	Parents and carers The Local Authority Community groups	
Nurseries	 St Albans Nursery Sandbanks Nursery Alf Kings Nursery	
Primary Schools	Cardinal Road Infant School Victoria Junior School St Lawrence RC Primary School Edward Pauling Primary School Fairholme Primary School Southville Junior School Feltham Hill Junior and Infant School	
Secondary/Higher education	Feltham Community College Longford School West Thames College St Mary's University Richmond-upon-Thames College	
Local government	MP Alan Keen and others	
Anyone else	Suggested to us	



How will we reach people for consultation?

We will have three principle channels to reach the people we plan to consult with:

Three channels to reach out to people:

Town hall style meetings We will organise a series of “town hall” style meetings. These will be held in two locations: Southville Children’s Centre and Alf King’s Children’s Centre (subject to permission being granted) over the course of two weekend evenings, two weekend daytimes, and two weekday evenings.

Reach out to people directly We will reach out to people directly by visiting institutions (e.g. schools and nurseries) and going door-to-door.

Website We will have a feedback section of our website.

“Town hall”-style meetings

We will hold a series of town hall style events over the course of 8 weeks in September and October. The locations are to be confirmed but we are committed to accessibility so we would aim to hold meetings in two locations, such as [REDACTED] and [REDACTED].

We would opt to run a larger number of events than is typical in these consultations. We want to provide times that suit the community rather than expecting them to take time out of work, for example. We would suggest at least one meeting is held on a weekend evening, a weekend daytime, and a weekday evening. Our team have agreed and are committed to this level of commitment.

We would advertise these events online via Google and Facebook ads targeted to postcodes, and in the Hounslow Chronicle newspaper amongst others. In addition we would aim to get free media by talking to the editorial and education teams at the local papers.

We think it is vital to market our attendance beyond the usual marketing



channels. We will mobilise volunteers to visit the community as we have done already to speak to the public in the High Street and to knock on doors.

We believe an emphasis on building a strong community of supporters early, as detailed in our marketing plan, will generate good word-of-mouth marketing. We would, for example, encourage our core supporters to text ten friends. We will leave every member of the public we speak to with a flier or postcard containing the details of the consultation events and a link to our website.

Meetings would be minuted and published on our website. We will ensure at the meetings that there are a number of ways in which participants can be involved and can offer their feedback. This will include public question and answer sessions, smaller group feedback, written feedback and one-on-one dialogue. We will ensure our information is accessible to all and that all participants feel able to give feedback.

Reaching out to people directly

Whilst part of the purpose of going door-to-door and visiting institutions will be to publicise our town hall-style meetings and website, we will not miss an opportunity to collect feedback. We would go door-to-door and into the High Street to hand out flyers with both the website address and the details of the events, but also to collect feedback directly.

We will encourage core supporters, for example parents most keen to sign-up immediately, to host gatherings at their homes. Members of our Board of Governors have spent time in the United States and have observed at close hand the success of the Obama campaign. We feel confident of applying consultation strategies that are more commonly found in the disciplines of community building and out-reach than events and advertising.

Website

Members of our Board have considerable digital experience. During the consultation phase our website will prioritise the “user journey” for giving feedback. This means we will prominently display a button that users will click-through to a page where we will describe how they can respond in simple steps and then make use of dedicated feedback software.

The information we will present in order for people to make an informed response is described below. We will ensure that it is written simply and is accessible on



the site, but at all times there will be the opportunity to read our full proposal in detail.

We will provide opportunities not just for private qualitative and quantitative feedback using free software such as “SurveyMonkey” or “Google Forms”, but also for public conversation in a discussion forum. In addition, we want to be able to collect general feedback to the proposal but also to allow people to comment on specific aspects.

We don’t believe consultation online has to be limited to our website so we will make use of our Facebook page and the Facebook Questions functionality, as well as other social media sites we deem suitable.

What information will we provide them with and what questions will we ask?

Section 10 (2) of the Academies Act says: “The consultation must be on the question of whether the arrangements should be entered into.” The headline information we think it is important to provide to all participants in the consultation is: how long our consultation period is open, how people can respond, and the key question: “Are you in favour of the Academy vision and ethos as presented in our proposal?”

We believe it is important to present enough information about our proposal that people will be able to give informed feedback, and to give them a chance to offer detailed feedback around specific areas if they wish.

Therefore we would propose to present in person and on our website much of the information contained within this document, including:

- Our vision, mission and values;
- Admissions policy
- Our ‘offer’ – in terms of curriculum, age range, etc; and
- Other sub-headings within this application in addition to the educational plan to include premises, our background (capacity) and our financial plan.

How long groups will have to respond

Our dedicated consultation response/feedback pages will go live on our website



in September for 8 weeks. We will begin to publicise our events and website at least 2 weeks in advance. Our events will be scheduled over 8 weeks.

We commit to publishing the results of that consultation on our website and where appropriate to amend our proposal to reflect local views.

Reacting to Consultation feedback

We plan to undertake consultation for a duration of 8 weeks. At the end of the consultation period we will collate all feedback and a report will be presented to the board by our core consultation team of [REDACTED]. The board is committed to making a detailed consideration of all feedback from all stakeholders. The board's desire is to provide a Academy that is needed and desired, and is willing to modify and amend the proposal where appropriate to reflect local views. We commit to publishing the results of the consultation on our website.



5.3 Marketing strategy

Target audience

We want to reach parents in the postcodes TW13 and TW14 preparing to choose a primary or secondary Academy for their children, i.e. parents of children in nursery and Years 5 and 6. These parents will need to choose our Academy for their children in order for us to fill our rolls each year and so will be our primary focus.

However, we are aware of the influences on this important parental decision. In our experience many parents discuss the choice of secondary Academy with their children so we will ensure we have opportunities to talk to the Year 6 children themselves, for example at Academy open days.

Moreover, we know that when making their Academy choice parents highly value the opinion of their friends, other parents and members of the community. We would like to gain a positive reputation within the wider community. We think the best way for this to happen is for us to concentrate on the quality of the education we provide and for awareness to be raised by word of mouth by the parents of our students. But we also appreciate the value of reaching out to parents of younger children, even several years before they will make their choice of Academy, and of building links with the local press, local businesses, community groups, nurseries and primary schools.

In addition we believe we are very well placed to build a larger network of supporters extending beyond the local community to include volunteers in various Reach Academy: Feltham initiatives and donors.

One thing that will help us to do this is that we have an enormous asset to call on in the Teach First network. There are now over 2,000 Teach First teachers and alumni. This constitutes both a huge body of expertise and a large army of potential volunteers.

Our message

Parents in Feltham have responded incredibly positively to the ethos and aspirations of our Academy and have helped us to summarise the “value proposition” or “unique selling point”.

In one sentence it would be described as:



"We will do whatever it takes to ensure that our students reach their potential."

This is supported by the following key messages:

- *Every student, from Reception onwards, is working towards top grades and access to a top University.*
- *Our Academy is small with only 420 in the primary Academy and 420 in the secondary Academy.*
- *We recruit the most effective, inspirational teachers.*

Where we have the space or time to expand on these key messages we would add the following:

- *Our staff have visited some of the best schools across the globe over the past two years. We have identified the key characteristics and values that enable schools to unleash the potential of every child.*
- *Our expectation that our students will achieve exceptional results will be consistently accompanied by sensitivity to their life experience and social and emotional needs, however complex.*
- *Support, coaching and tutoring will be provided to help all students excel.*
- *Our Academy will stay open after Academy and students will stay on to work with voluntary groups on curricular and extra-curricular activities.*
- *In collaboration with Reach Cambridge, we will offer enriching and enlightening opportunities for students during the summer holiday themed around University.*

When talking to supporters in the local community or indeed beyond it, we have found that in addition to the key messages above the following description of our core purpose garners endorsement and inspires people to commit to help us:

At present, children from the least privileged backgrounds are chronically failed by the system. State Academy students on free Academy meals face an almost insuperable task to achieve the highest academic standards and to enjoy a wide range of career opportunities. The Reach Academy: Feltham is an Academy that genuinely affords all children and in particular underprivileged children the opportunity to succeed academically.

Maintaining our list of supporters and using them effectively

We understand that building a community of supporters requires more than a



printed brochure and a website. Members of our Board have spent time in the United States and have observed at close hand the success of the Obama campaign. One of our Governors works, in his day job, as [REDACTED], specialising in the use of online and offline tools to mobilise supporters. Our experience has led us to adopt the strategies outlined below.

Every engagement with the community constitutes an opportunity to begin to build a relationship. It is therefore important both that the engagement is positive, with the key messages deployed effectively, and that contact information is collected so that the relationship can be pursued.

Contact information, including email and phone numbers, is stored in a database and maintained to ensure it is up-to-date. Database fields allow the contacts to be filtered into key segments including parents, volunteers, local business supporters etc. and even to allow us to micro target very specific segments such as parents with more than one Academy-age child.

We are experienced in the use of the best, free relationship management tools such as “Highrise” for contact management and “MailChimp” for email management. These tools are vital because we believe frequent communication, tailored to supporter segments is the key to maintaining a supporter base and being able to deploy them effectively.

Email and SMS will be key broadcast communication channels (for example most of the parents we have surveyed have access to a computer), but we are firm believers in the power of meeting our supporters in person, so, even after the formal consultation period, we plan to organise a regular series of large “town hall” meetings, as well as opportunities (not just for parents, which will of course be a key part of the provision of the school) to meet in smaller groups and even “clinics” for one-to-one meetings. We will continue the approach we have already started of undertaking “door-to-door” sessions.

We understand the power of building a community rather than just pushing marketing towards our target audience. By ensuring that our emails are never labelled “Do Not Reply”, by providing very simple forum functionality on our website, and by meeting regularly in person we will ensure our contact with our supporters is not just one-way.

Effectively deploying our list of supporters ultimately means we will need to ask for something from them. For example, in some cases that will be to volunteer or to donate to our Academy. It is important that this “ask” isn’t the first contact from us that our supporters receive. Through regular communication we want them first to feel part of our wider Academy community, to be informed about our goals



and our progress and to understand how their action will contribute to what we are trying to achieve.

Materials and marketing tools to raise our profile

Our most important marketing asset is the ability of those most closely associated with the Academy - initially our staff, Governors and supporters, then our students and parents - to speak persuasively about, and to demonstrate, the value of the Academy. We do however recognise the importance of creating supplementary marketing assets.

We have a website at www.reachacademy.org.uk and have secured the Facebook page 'ReachFeltham' and Twitter name 'ReachFeltham'. Our website is mostly for static content but we will be able to update it regularly with announcements and new content that our parents and supporters may find useful. Social media, which will also be linked to our website, allows us to present dynamic content which is updated frequently. In addition we will use the free email client "Mailchimp" to send regular newsletters.

For environmental and financial reasons we do not want to produce large amounts of printed material, however we do appreciate it can be useful after events and meetings to leave people with something they can take away that summarises our key messages, provides contact information and points people to sources of further information. To save costs and reduce waste we may opt for business cards or postcards instead of leaflets, using an online supplier like "Moo.com".

The prospectus is a key aspect of our marketing. This would be updated annually and aimed at prospective parents and students who would be able take it away with them after visiting our Academy or after an open evening or "town hall" meeting.

Key to our strategy for growing our list of supporters is a focus on our core community and growing organically principally through the use of word of mouth. We do not believe that large scale, mass media advertising campaigns (even at the local level) represent value for money. However, we do believe in making it easy for our supporters to find us and to talk to us and about us, including online.

As well as regular offline "clinics" and "town hall" meetings we have a Facebook page and a Twitter account. We will spend a small amount on targeted Google AdWords for internet users in the postcodes TW13 and TW14.

What meetings or events we will hold, for whom, and when



Clearly we will be most busy in the lead up to admissions time. Our outreach will consist of many of the strategies employed for parental engagement in our first year and will focus on our target audience described above.

- Approaching people in busy areas such as the high street, where we have had great success thus far
- Door-to-door - visiting the local community
- Visiting nurseries and primary schools
- Meeting with community leaders
- Clinics where teachers are available to talk one-one-one
- Open days, Town-hall meetings and coffee mornings
- Open meetings for parents to learn more and ask questions

We believe that not just parents but also other stakeholders should view Reach Academy: Feltham as an Academy whose doors are open to the community. We won't just hold open evenings in the autumn; we'll hold events throughout the year. We will have opportunities for small groups of visitors to tour the Academy and observe classes as well as public events such as concerts and Academy shows. We will advertise these open evenings to all community members through local community groups.

How you will engage with the media

Members of our Board of Governors have experience dealing with the media and will be advising our principal and leadership team. We would like to establish links with local editors and education journalists from papers including The Hounslow Chronicle in order to strengthen the reputation of the Academy in the local community and communicate with the widest group of parents and stakeholders.

We will on occasion write press releases for the local media especially when we enter the consultation phase, but also for events throughout the Academy year, for example to celebrate successes. We will keep the local media informed about our successes at every stage and will invite them to events such as the burying of time capsules as the school is being refurbished.

We are conscious that any new Free School may be subject to some national media attention. Whilst we are passionate about our proposal and the capacity of our Academy to make an impact, our preference is to avoid national media attention until we are able to demonstrate transformational results. If the board does decide to approach national media outlets, we have a good network of



journalists and others working in the media world from whom to seek advice.

Cost implications

Because we are conscious of the cost implications we would think about existing opportunities we can use to undertake research, for example speaking to parents during open evenings. We will be constantly reflective; asking parents and the community what are their preferred communications methods as well as monitoring open rates of email for example.

Cost implications or various items of collateral:

Asset	Frequency	Cost estimate
Prospectus	Annually	<i>Estimated at [REDACTED] for printing.</i>
Flyers, leaflets or Moo.com-style postcards	Print runs twice a year	<i>Estimated at [REDACTED]. Design already completed.</i>
Online ads	Ongoing with increased volume during admissions time.	<i>Estimated at [REDACTED] per week during the key periods of consultation and admissions</i>
Website hosting	Ongoing	<i>Free: Paid by sponsor Reach Cambridge</i>
Website maintenance	Ongoing	<i>Free: Paid by sponsor Reach Cambridge</i>
Relationship management software	Ongoing	<i>Free</i>



Reach Academy: Feltham

6. Organisational capacity and capability

June 2011



Introduction

The importance of good governance

The Governing Body of a Academy is incredibly important: It ‘complements and enhances Academy leadership by providing support and challenge, ensuring that all statutory duties are met, appointing the head teacher and holding them to account for the impact of the Academy’s work on improving outcomes for all students.’ (*Ofsted school governance report ref 100238*). Her Majesty’s Chief Inspector’s *Annual Report for 2009/10* identifies that:

‘Governors are most effective when they are fully involved in the Academy’s self-evaluation and use the knowledge gained to challenge the Academy, understand its strengths and weaknesses and contribute to shaping its strategic direction. In contrast, weak governance is likely to fail to ensure statutory requirements are met, for example those related to safeguarding.’

Ofsted’s School Governance report is of particular value in recognising the hallmarks of good Academy governance. There is no single model of success, but certain traits are consistent in all good governance models. Some of the key facets can be pulled out of this report:

- Positive relationships between governors and Academy leaders are based on trust, openness and transparency and both parties behave with integrity and are mutually supportive.
- Governors are well informed and knowledgeable because they are given high-quality, accurate information including detailed timelines and targets, that is concise and focused on student achievement. The role of the clerk is critical here.
- Outstanding governors are able to take and support hard decisions in the interests of students.
- Outstanding governance supports honest, insightful self-evaluation by the Academy, recognising problems and supporting the steps needed to address them. Good governors ask challenging questions.
- Absolute clarity about the different roles and responsibilities of the Principal and governors underpins the most effective governance. This includes clear delegation to well organised committees.



- Effective governing bodies are driven by a core of key governors such as the chair and chairs of committees.
- Governing bodies self-evaluate and improve themselves through visiting their schools regularly and talking with staff, students and parents, using their external networks to fill any identified gaps in the collective skills of the governing body and having clear induction procedures for new governors.

Our Governing Body aims to be outstanding and will learn from best practice (see 'Governance: Respective Roles' at the end of this section and 'Educational Expertise: School management & best practice' for more details on this). Our board has considerable expertise, which covers both the educational experience and financial acumen required to successfully run an Academy, combined with a commitment to a clear vision (see 'Educational Vision' section).



6.1 Capacity and capability of the company

Introduction

We know from advice from New Schools Network and other groups and individuals on our advisory team that in the set-up phase of the Academy we should aim to have a nimble, well qualified steering group to meet on a regular, weekly basis to work on the minutiae of opening a Academy plus a larger board team of specialists that will meet every two months and/or will be brought in when their specific skills are required.

In this section we will name our overall board, our steering group our expertise and advisers. Throughout this overview we identify the skills gaps we will be addressing in the coming months. Although there are of course elements that will be different between the team needed to set up the Academy and the team that will run the Academy, we believe it is important to start with a plan for the fully open Academy at the start. So our board for setting up the Academy will have the same core as the board of the fully open Academy (plus additional board members such as parent representatives).

The company Articles of Association and Memorandum are in [Appendix 6.1a](#)

Roles in setting up the Academy

In composing our board, we have been looking for particular skills that are essential to the setting up of an Academy, but also with a view to creating an outstanding Governing Body for our open Academy in due course. These roles include the following:



- Vision & Strategy;
- Educational Expertise;
 - *Primary;*
 - *Secondary;*
 - *SEN;*
 - *School management and classroom practice best practice;*
 - *University preparation;*
 - *Working with disadvantaged young people; and*
 - *Teacher Training & Support.*
- Financial Expertise
 - *School finances*
 - *Entrepreneurial/start-up experience*
 - *Procurement*
- Legal expertise
- Project Management:
- Premises expertise:
 - *Architect*
 - *Chartered Surveyor*
 - *Estates Management*
- HR expertise
- IT expertise
- Community/Parent Representatives

In addition to the practical skills necessary to see this project through to fruition, we are aware that there is one area that is rarely listed when board roles are discussed: the perseverance, belief and creative thinking necessary to overcome the challenges that will inevitably crop up along the way. We have an exceptional team: everyone involved believes in the educational vision set out in this document and will do everything they can to make it a reality.

The Board of Reach Academy: Feltham

The following table gives a brief overview of the personnel on our board, their key relevant positions held elsewhere and their key expertise. More detail on our expertise is demonstrated below but this table offers an outline. One key item to note is that every single word in this entire submission has been written by board members. We have not outsourced any elements of our proposal to an external



organisation. Our board believes in Reach Academy: Feltham and has put considerable time, effort, care and attention into producing this submission.

Name	Key relevant positions held	Key Expertise	Time Commitment

Steering Group

The precise composition of the steering group will change as opening approaches, but there are certain key positions that will remain essential to it:

1. [REDACTED] – We have built a good relationship with [REDACTED] at the Council. One of them would be ideal to assist us on the Steering Group, or at the very least, act as advisers to be brought in when necessary.

Other members of our board and other advisers will be brought in as and when necessary.



Key Relationships: Mentors

In seeking mentors we have concentrated on a small core team of mentors with whom we can meet on a regular basis. The role of our mentors is not to be heavily involved in the minutiae, but to be there to call on for specific advice on the bigger picture of opening and running an Academy. The time commitment that they have agreed to is the equivalent of one face-to-face meeting and several email and telephone conversations per month.

[REDACTED]

[REDACTED]

[REDACTED]

Key Relationships: The Reach Foundation

The Reach Foundation is a charity recently set up to address social disadvantage through education. It is envisaged that Reach Academy: Feltham is the first in a network of schools. The Reach Foundation will coordinate the network and the setting up of future schools. As such, the Reach Foundation holds a position on the board. Our vision is that the Foundation will hold a board position at each Academy we open. This will enable us to maintain a cohesive vision throughout the distinct schools. For more information on our vision to create a network of schools, please see the 'Educational Vision' section.

Key Relationships: Reach Cambridge Ltd

Reach Cambridge Ltd is an education tour company founded by board member [REDACTED] that has 6 years experience in running residential study programmes for students aged 14-19. Approximately 450 students attended Reach Cambridge courses each year, for between 2 and 6 weeks where they prepare for University study in a stimulating and supportive environment. Reach Cambridge will contribute its time and resources pro bono, and in particular its expertise in preparing students for University. Thus far Reach Cambridge has already contributed the finances and resources necessary to found the Reach Foundation and Reach Academy: Feltham and do the preliminary research



necessary to form this proposal. To be clear: Reach Cambridge is a sponsor/benefactor and expects nothing in return for its pro bono assistance. The key staff expertise available for Reach Academy: Feltham are as follows:

[REDACTED]

Key Relationships: New Schools Fund

We have been working with the New Schools Fund to examine the bigger picture of primary Academy provision. Our long-term vision (see 'Educational Vision' section) is to create a network of revolutionary all-through schools in areas of high deprivation and this matches the New School Fund's objective of identifying and supporting chains of primary schools in these areas. Once approved our intention is:

1. To create a centre of excellence at our first Academy and
2. To create a chain of schools based on the success of our first Academy.

Our medium-term ambition is for the Reach Foundation to act as a hub for a chain of schools, supported by the New Schools Fund and the DfE. Our chain offers the opportunity to scale up the impact of our educational vision and innovations and will result in efficiency gains in procurement and staffing. We have been in conversation with the New Schools Fund throughout the application process and name [REDACTED], one of the [REDACTED], in our team of advisers.

The New Schools Fund (NSF) is a venture philanthropy organisation that aims to support the creation of high-performing chains of new primary Schools in areas of high deprivation within the UK. NSF seeks to demonstrate an effective model that will break the link between poverty and poor educational outcomes. The mandate is, of course, critical, and seeks to address a key structural imbalance within UK schools. Nearly 27% of 11 year olds are currently unable to read or write at the required standard, and children from lower socio-economic brackets are more than twice as likely to be represented within this group. The impacts of such imbalances are far-reaching and significant. NSF aims to make radical improvement to the attainment levels of primary schools in lower income areas in the UK by leveraging the power of chains. It will do this by enabling outstanding head teachers, with a proven track record in deprived areas, to create and manage chains/clusters of new schools based on their existing models of provision. The model scales up the value and impact of proven head teachers, enables a significant efficiency gain and holds the potential to create real and systemic impacts to the most challenging parts of educational provision in the UK.



<Redacted>



Expertise

Introduction

In order to demonstrate the breadth and depth of our expertise and our advisory team we have divided our expertise into the sub-headings listed in the section 'Roles in setting up the Academy.' Many of our board members' expertise overlap several of these sub-headings, so a short biography of each board member is included below as means of introduction to this section.

Board Member Biographies

[REDACTED]

Vision & Strategy

We believe it is crucial to generate new ideas and means to engage with our students, help them to learn and prepare them for an ever-changing world. To this end we have in our team a number of educators, who are working at the forefront of education theory and practice. Their insights and ideas will be key in the design of our Academy, its curriculum and our outcomes.

Many of these visionary educators are on our board: [REDACTED] will be leading our educational innovations. But we have also secured the pro bono support of leading education thinkers such as [REDACTED]

[REDACTED]

Evaluation is a key aspect in our plans. We believe it is important that schools constantly evaluate not only their students' progress but also that of their teachers and the overall structure and direction of the Academy. To this end, we intend to implement innovative strategies for evaluating our successes and identifying areas where we can improve. Details on these plans are in our Education Plan section and are presently being led by [REDACTED].

[REDACTED]



Educational Expertise: Primary

Our team has experience at all levels of the education system. Uniquely we have substantial expertise from within the US Charter School system. Curriculum formation will be led by [REDACTED], who have considerable experience in curriculum design at all levels. [REDACTED], will support [REDACTED]. They will also receive support from [REDACTED], who has experience of both US and UK schools and [REDACTED], who is [REDACTED].

Educational Expertise: Secondary

At Secondary level, the curriculum will be formed with a view to University study. For this we will be using our considerable staff resources from Reach Cambridge to ensure that our students are well prepared for further study (see section on 'Educational Expertise: University Preparation'). [REDACTED], who have considerable experience in secondary curriculum design, will lead curriculum formation. They will seek advice from a wide array of contacts in the Teach First network and from advisers abroad such as [REDACTED]. For advice on developing a skills framework, we have secured the advice of [REDACTED], who is doing pioneering work in this area with the [REDACTED] programme.

Educational Expertise: SEN

Our board has experience of SEN through their general experience working in schools [REDACTED]



Educational Expertise: School and classroom management & best practice

Our Board has collectively experienced a wide range of schools across the UK and the globe. We have learned best practice and been introduced to innovative educational ideas. In addition, we have the pro bono support of Reach Cambridge, a successful, accredited international education institution (details below). Finally, and perhaps most importantly, we are able to call on the experience of [REDACTED], a [REDACTED].

Over the past few years we have visited many schools in order to reflect on our approach to teaching, learning and the structure, culture and ethos of The Academy. More recently we have been investigating Schools with the explicit objective of developing our educational vision and plan. We will continue to visit a range of educational institutions in the coming year, looking for examples of best practice in all areas and incorporating these elements into our plan. The tables below show a small selection of the Schools we have visited and worked within, and the salient learning points taken from those visits.

UK Schools

ARK Academies

[REDACTED] <i>King Solomon Academy</i>	Small, all-through Academy with high expectations of students and staff and modelling of strong community links.
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[REDACTED] <i>Evelyn Grace Academy</i>	Small Academy model with devolved power to Small School Leadership Teams and discreet staff.
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Harris Academies

[REDACTED] <i>Harris Academy Merton</i>	Student voice, focus on discipline, with strong aspects of professionalism and competition woven through.
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[REDACTED] <i>Harris Academy Purley</i>	Strong leadership and standards of teaching and learning at the heart of the Academy.
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██████████ Harris Academy South Norwood	Turnaround Academy focused on raising achievement for all students (and doing so successfully).
██████████ Mossbourne Academy	Highest performing state Academy in the country. Focused on strong discipline and high standards.
██████████ Wellington College	Investigated their well-being curriculum with a view to designing our own. Discussed possibility of working together to provide excellent summer Schools.
██████████ Barr Beacon Language College	Strong, distributed leadership with a focus on engaging the most challenging students.
██████████ Perry Beeches School	Strong vocational curriculum. Most improved Academy in the country according to data.
██████████ Old Ford Primary School	Investigated all aspects of the Academy including leadership, curriculum and SEN.
██████████ Culloden Primary School	Investigated all aspects of the Academy including leadership, curriculum and SEN.
██████████ Mulberry School for Girls	High standards or achievement. Particularly investigated the strong maths department.
██████████ St Wilfrid's Catholic High School	Learnt about their plans for a new nurture group and the work they do on transition.
██████████ Nottingham High School	High performing independent Academy with very good extra-curricular activities on offer.
██████████ Keyham Lodge Special School	Focused on boys who struggle in mainstream. Excellent outreach work and staff training on SEN.

USA Schools

KIPP Academies



Various (Elementary, Middle and High Schools) High quality leadership, independence of Principals; the focus on results, the culture of 'no excuses' with high levels of student, teacher and parental investment and the willingness to do whatever it takes.

YES Prep Academies

Various (Houston) High quality leadership, independence of Principals; the focus on results, the culture of 'no excuses' with high levels of student, teacher and parental investment and the willingness to do whatever it takes plus focus on community service

MATCH

MATCH Middle School Innovative approach to tutorials through the MATCH tutors. Interesting use of converted buildings

MATCH High School MATCH Corps concept and ideas of devolving responsibility to all. Role of the Principal in connecting to each child.

Boston Collegiate Charter School (BCCS)

BCCS Middle School SLANT and MAPP used successfully here. Modelling of soft entry.

BCCS High School Graduation ceremony witnessed, focus on behaviour management and SEN. provision.

El Haynes Public Charter School High quality teaching and learning and strong staff retention built around a clear culture of achievement.

Harlem Children's Zone Willingness to work with students, parents and the community in all aspects of community life to ensure that all students realise their potential.

826 Chapters Success harnessing the energy of the wider community through use of volunteers.



Uncommon Schools	Empowerment of students, ability of students to connect work in classrooms to their future in a profound, meaningful way.
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Excel Charter School	Culture creation through clicking and payslip. Focus on standards of teaching resulting in great learning.
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Swedish Schools

Mary Hill Pre-school	Children experience by doing and seeing and playing. Particularly connected with the outside, including taking the afternoon naps on the wooden terrace in sleeping bags.
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New Stenkula Academy	Strong links to the community and provides for students from age 1-16, Core value of accountability, participation, influence and respect.
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Augustenborg School	From pre-school to age 16. Very high standards of achievement. Focus on being environmentally friendly and educating the children to also do so. Strong social skills programme for students.
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Linneaus School	Project days instead of homework, strong culture of extra-curricular activities, organic food in canteen.
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Malmo Latin School	Transitioned to mixed (from all boys). Have discreet programmes of study which students opt on to. Extended overseas programmes for students.
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Cyber School Gymnasium	A 'Free School'. Good results, interesting attitude to student learning and responsibility of staff, students and parents. Linked with external restaurant for student lunches.
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Singaporean Schools



Raffles Junior College	Regularly make it to the top 10 Schools sending students to Oxbridge for undergraduate study. Their success is based on extremely high expectations for their students and a rigorous academic curriculum with plenty of opportunity for extra-curricular enrichment activities. We have strong links and on visits have gained detailed insight into the curriculum used and the approach to teaching and learning, including the high levels of independence amongst the student body.
Hwa Chong Institution	Regularly make it to the top 10 Schools sending students to Oxbridge for undergraduate study. Their success is based on extremely high expectations for their students and a rigorous academic curriculum with plenty of opportunity for extra-curricular enrichment activities. We have strong links on visits have gained understanding of the integration of character education with a strong academic education.
Meridian Junior College	Adheres to pedagogical techniques that would look foreign in a UK secondary Academy, but aspects of which could work, including large 900-seater lecture halls in which students are expected to learn without direct interaction with the teacher/ lecturer and at the other end of the spectrum, smaller seminar groups.
Catholic Junior College	As above.
Anderson Junior College	As above.
Anglo-Chinese Junior College	As above.

Schools in other countries



India Impact of strong culture and high expectations of Teach For India Fellows on students from slum communities in Mumbai and Pune. The success of *Cathedral John Connon Private School* in Mumbai in creating a learning environment in which children's moral development is on a par with their academic training.

Germany Strong vocational programmes and curriculum in *Realschule* in Hamburg and Berlin

Latvia Rigor of teaching and learning and student standards in Maths classrooms

Estonia Investigated the use of English and innovative project learning.

Canada Visited *Trinity College School* and *Ridley College*, two leading Canadian Schools, and have gained an understanding of their non-standardised testing approach to education, which places the onus on the teacher's ability to build a strong, professional relationship with each learner and assess the learner's progress on a regular basis.

Reach Cambridge, an educational organisation that has offered its time and resources in the founding and running of Reach Academy: Feltham, is accredited by the British Accreditation Council, and received an outstanding review at its most recent inspection. [REDACTED] were all architects of that success. The full report can be provided. As part of that accreditation process, Reach Cambridge has had and continues to have excellent practice in areas such as Child Protection, Anti-Bullying Policy, Complaints Procedures, Rules & Regulations, Risk Assessments, Disability Policy, Sanctions Policy, Pastoral Care Policy and Emergency Procedures. Reach Cambridge will aid wherever necessary in building good Academy management.

Whilst a summer school is obviously a different entity to a year-round school, Reach Cambridge and its staff bring considerable experience in opening a new school. Reach Cambridge is committed to applying all of its knowledge and resources to Reach Academy: Feltham and any subsequent schools in designing a great curriculum, Academy ethos and practical policies.



Reach Cambridge is led by [REDACTED]. [REDACTED] is committed to helping Reach Academy: Feltham, and has already been a volunteer during our time in the Feltham community.

[REDACTED]

Educational Expertise: University preparation

The Reach Cambridge staff, who are experts in preparing students for University study, are offering pro bono support. They are selected from the best Universities in the UK, including Cambridge, Oxford and London Universities. Their expertise will be sought in designing a curriculum that pushes our students to the levels they need to reach for University study. They will also be brought in, where possible, for extra-curricular lectures, events and summer Schools focussed on University preparation. Reach Cambridge staff are led by [REDACTED] for Reach Cambridge.

[REDACTED]

Educational Expertise: Working with disadvantaged young people

There are three key aspects to our expertise in this area. The first is that a good number of our board members have taught as Teach First teachers in some of the most challenging Schools in the country. They are now Teach First Ambassadors and continue to work within the education system to address educational disadvantage. The second key aspect is our relationship with Reach Cambridge, which as an organisation has been involved in a number of access initiatives over the years. The final area is our relationship with the [REDACTED], a charity that works to promote social mobility through education. We plan to work with the [REDACTED] and its new Education Endowment Fund to fund some of our innovations. We have already had positive conversations with [REDACTED] at the [REDACTED] in this regard.

Every Easter, Reach Cambridge helps to run the Teach First Higher Education Access Programme for Schools (HEAPS) residential programme at Cambridge University for 200 talented students on free Academy meals from urban complex Schools in London. The programme has been running successfully for 4 years. It was designed based on Reach Cambridge's expertise in preparing students for University in short study courses and Reach Cambridge continues to be involved both in terms of preparing and supplying excellent teachers for the courses and



arranging the logistics of the residential. Here are some statistics from the HEAPS programme:

- 72% of Cohort 2 students are attending university this October
- Of the 72% attending university this year, 61% are attending their 'first choice' university and 50% are attending 'leading universities'
- 8 students have taken up places at Kings College London.
- Other students are attending [REDACTED].
- 96% of students agreed or strongly agreed that HEAPS events were effective at helping them progress to their university of choice.

As mentioned above, we also have ongoing contact with the [REDACTED] through [REDACTED], who has advised us on this section of our application. We will continue to work with [REDACTED] in building innovative educational ideas at our Academy.

[REDACTED]

Educational Expertise: Teacher Training

One of our biggest strengths is our ability to create a powerful team of educators that will lead our students to realise their potential. This is an area in which [REDACTED] is an international specialist through his work with Teach for All and [REDACTED] is a UK specialist through her work with Teach First.

We will work with colleagues at Teach First to build a pipe-line of great leaders to staff our Academy and move students forward in their learning.

Through the work of Reach Cambridge, we intend to recruit exceptional graduates interested in going into teaching and train them to become great teachers. The Academy will over time, identify University partners and train a cadre of outstanding educators with the knowledge, skills and attitudes required to lead students to accomplish ambitious goals with traditionally under-achieving students from urban complex Schools. For more information on our plans for training teachers at the Academy, please see the section below on leadership and staffing.

Financial Expertise: School finances

We are very fortunate to count as a board member [REDACTED]

We have also received pro bono advice from [REDACTED] [REDACTED]



Financial Expertise: Entrepreneurial expertise

Setting up an Academy is very different to running an Academy, requiring entrepreneurial expertise and an ability to concentrate on the minutiae whilst also having an eye on the larger vision. The [REDACTED], founded his [REDACTED] and brings a wealth of experience to the table in this regard. In addition, several members of our board such as [REDACTED] and [REDACTED] have extensive experience in Project Management – successfully taking projects from inception to completion. Amongst our mentors, [REDACTED] will be hugely valuable in this area, bringing all of his experience in setting up an incredibly valuable company from scratch.

Financial Expertise: Procurement

We are very aware that procurement can be a great source of cost savings for a new Academy. [REDACTED] brings his extensive experience at [REDACTED], where he has sought to cut unnecessary costs. Meanwhile [REDACTED] has said that a productive partnership model should be built with other Schools on procurement. An example she offered was that [REDACTED] share their procurement and thus save money. We would approach partnerships such as this and offer to work with them to achieve economies of scale. In the medium term our plan will be to create a network of 'Reach' Schools that will be able to work together on procurement contracts and thus save money.

We are also aware of and embrace our commitments with regards procurement as per the New School Network advice:

'Your free school will be a public sector authority funded by taxpayers' money. And every public sector authority must use the basic rules of procurement whenever they spend public money. These rules aim to ensure that public funds are spent openly and fairly, and make the most of every budget, while protecting you against legal challenges, financial penalties and damage to your Academy's reputation.'

We have examined the DfE's 'procurement tree' and 'procurement essentials' documents and believe that with support from our DfE lead, we have a team in place that can follow procurement protocol and achieve value for money.



Legal expertise

We are very pleased that [REDACTED]

[REDACTED]

Project Management

Board member [REDACTED]

Premises expertise: Architect

We have spoken with architectural firms to discuss the sorts of options we might have in converting buildings to Academy use. Notably we have spoken with [REDACTED], who won [REDACTED] [REDACTED] on a school in Guildford, which [REDACTED] has helped us to understand how we might create a realistic plan for converting commercial space to educational use in an economical manner. [REDACTED] has contributed to our section on 'Premises.'

We have also spoken with [REDACTED]

We seek to add an architect to our team and would look for someone with a commitment to our cause and ideally some experience of (a) the local Feltham area and (b) Academy architecture. As such, we plan to invite [REDACTED] to join us as a board member.

Premises expertise: Chartered Surveyor

We have secured the pro bono advice of a property specialist, who has considerable experience and a large network of people to bring in as necessary. He has already helped us in our premises search.

[REDACTED]

Premises expertise: Estates Management

We do not have a designated person on our board with experience of estates management and will seek the advice of the DfE and Partnerships for Schools in this regard.



HR expertise

Though we do not currently have a dedicated HR professional on our board, several members have extensive HR experience. [REDACTED], owns and runs his own company, which in the summer employs around 60 people. Meanwhile [REDACTED] runs two Schools with around 230 employees. We feel that their experience is sufficient at the pre-opening stage, although of course an open Academy will require administrative support in this area.

IT expertise

Our board member [REDACTED] has considerable experience in this area, having worked in the information technology field since working as a [REDACTED]. His biography bears testament to this. In addition, we have pro bono advice from the [REDACTED], [REDACTED] and pro bono advice from [REDACTED], a technology innovation and distribution company.

Community Representatives

Community engagement is of huge importance to our Academy and its board (see 'Community Engagement' in the Educational Plan section). In order to secure the buy-in of all stakeholders and ensure that the Academy is serving its community to the best of its ability, we will have an active community outreach strategy. As well as reaching out to the local community, we will also educate our students in the responsibility to reach out beyond our own communities. Reach Cambridge works directly with The [REDACTED], a [REDACTED]. We will ensure that a similar relationship is developed with our new Academy, so that our students are constantly aware that they are part of a wider world and that they can have a positive impact in that world.

In the 21st century any organisation large or small needs to take account of its environmental impact as part of its community engagement. A school, in particular, has a responsibility to teach its students about climate change and environmental degradation so that they become informed and responsible citizens. To this end we have in our advisory group [REDACTED] a community interest company that helps Universities reduce their energy use. With [REDACTED] help, we intend to place respect for the environment as a central plank of our Academy's ethos.



██████████

In terms of having local community representation on the board, we look forward to admitting our first student cohort, at which point we will welcome two local parents to the board of the Academy. In the meantime, we intend to invite someone from the local residents to be on the board. We have had very positive interactions with ██████████ and hope to include her in our team. She has been incredibly helpful in introducing us to local parents and describing the challenges faced by the local community.

Other Contacts

We have met with as many people as possible in order to inform our plans. In addition to our team of advisors, we have also met with the following people, who are working either in the education sector generally, or specifically in the free Schools arena:

– ██████████

We are particularly interested in creating a forum for new Free Schools like ours to share experiences and best practice. After all, whilst Schools have been founded over many years, this process is new and different. We would love to share our experiences with others and in turn receive their advice and experience. We will continue to build our network with this in mind.

Skills Gaps

In our list of board members we have noted a few skills gaps, notably in SEN, HR, Premises expertise (specifically estates management) and Procurement. We have specified above the people that we hope to approach to fill these roles, but will also seek advice from the DfE. It is also worth noting that we do have considerable expertise in these areas within our present board members already. However, in the coming months we would like to strengthen these positions to ensure our board covers in detail all these areas.

Two other positions that are presently vacant are the parent/community representatives, which will be filled once the Academy has some parents. As mentioned above, we hope to add a community representative, ██████████, in the intervening period.



6.2 Hiring the principal designate

What we are looking for

We are seeking a Principal with the vision, commitment and sense of possibility to lead young people in Feltham to realize their undoubted potential. We are seeking a leader with the ability to inspire, nurture and develop a team of outstanding teachers and model the respect, high expectations and commitment to excellence that will be our expectations of how our teachers should operate with their students.

Our Principal designate will need to set an ambitious vision and big goals for the Academy, and distribute responsibility and accountability for these goals across the different phases of the Academy. He will need to be practical and creative in his allocation of resources, and oversee a range of complex processes thoughtfully and effectively.

Our Principal Designate





██████████ - Curriculum Vitae

Profile

██████████

Employment History

Further Training

██████████

Commentary

We are confident that ██████████ has all of the skills, attributes and convictions to be a highly effective Principal of The Reach Academy: Feltham. We share the mission of Future Leaders to address educational inequity and their core beliefs of Every Child, No Excuses, High Expectations, Lead Learning and No Islands.

We are compelled by their fifteen competencies and have organised our commentary on ██████████ suitability for the role around these competencies.

Leading

The Principal we are seeking is an inspiring, energising presence who will coach, develop and empathise with students and colleagues, while holding the highest expectations for their work. ██████████ has a track record of leading teams to success, inspiring colleagues and is particularly skilled at coaching and developing others.

As a ██████████, ██████████ ran a ██████████. ██████████.

██████████

In his work at ██████████

Thinking

██████████
██████████

██████████



6.3 Governance

Governing Body: Respective Roles

Our board understands that it is accountable for all major decisions about the Academy and its future. In the early stages, this of course involves several key items such as appointing the steering group, appointing the Principal and creating the policies and practices that will govern how it leads the Academy. Once the Academy is running however, a good Governing Body does not do all of the work itself, it delegates and seeks additional expertise appropriately. The governors can then amend/endorse and adopt policies. We have sought best practice in this area and have found the following 'Governing Body Decision Planner' to be the clearest representation of responsibilities and lines of authority. It clearly demonstrates which areas the Governing Body must deal with and which can be delegated to the Principal. The following table is long, but gives a clear overview of the core 85 areas involved in running an Academy and where responsibility lies.

THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS						
KEY						
Level 1: Full governing body						
Level 2: A committee of the governing body						
Level 3: An individual governor						
Level 4: Principal.						
Column blank: Action could be undertaken by this level.						
Column blocked off: Function cannot be legally carried out at this level.						
Governors must remember that although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation						

Key Function	No	Tasks	Decision Level			
			1	2	3	4
Budgets	1	To approve the first formal budget plan each financial year				
	2	To monitor monthly expenditure.				
	3	To establish a charging and remissions policy				
	4	Miscellaneous financial decisions				



	5	To enter into contracts (GB may wish to agree financial limits)				
	6	To make payments				
Staffing	7	Principal appointments (selection panel)				
	8	Deputy appointments (selection panel)				
	9	Appoint other teachers				
	10	Appoint non teaching staff				
	11	Agree a pay policy				
	12	Pay discretions				
	13	Establishing disciplinary/capability procedures				
	14	Dismissal of headteacher				
	15	Dismissal of other staff				
	16	Suspending head				
	17	Suspending staff (except head)				
	18	Ending suspension (head)				
	19	Ending suspension (except head)				
	20	Determining staff complement				
	21	In voluntary and foundation Schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights				
	22	Determining dismissal payments/ early retirement				
Curriculum	23	Ensure National Curriculum (NC) taught to all students and to consider any disapplication for student(s)				
	24	To establish a curriculum policy				
	25	To implement curriculum policy				
	26	To agree or reject and monitor curriculum policy				
	27	Responsible for standards of teaching				
	28	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside Academy day)				
	29	Responsibility for individual child's education				
	30	Provision of sex education – to establish and keep up to date a written policy				
	31	To prohibit political indoctrination and ensuring the balanced treatment of political issues				
	32	To establish a charging and remissions policy for activities (non				

		NC based)				
Performance Management	33	To formulate a performance management policy				
	34	To establish a performance management policy				
	35	To implement the performance management policy				
	36	To review annually the performance management policy				
Target Setting	37	To set and publish targets for student achievement				
Discipline/Exclusions	38	To establish a discipline policy				
	39	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the student is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)				
	40	To direct reinstatement of excluded students (Can be delegated to chair/vice-chair in cases of urgency)				
Admissions	41	To consult annually before setting an admissions policy (but in community and controlled Schools only where the LA has delegated this power to the governing body)				
	42	To consult annually before setting an admissions policy (VA and Foundation Schools)				
	43	To establish an admissions policy (special Schools where students do not have a statement) acting with LA				
	44	Admissions: application decisions (but in community and controlled Schools only where the LA has delegated this power to the governing body)				
	45	Admissions: application decisions (VA, Foundation and special Schools)				
	46	To appeal against LA directions to admit student(s) (Voluntary, Foundation and special Schools; also community and VC Schools where LA is the admissions authority)				
Religious Education	47	Responsibility for ensuring provision of RE in line with Academy's basic curriculum (all Schools) NB this must fall into line with locally				

		agreed syllabus				
	48	Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character)				
	49	Decision to provide RE according to trust deed/specified denomination in VA Schools with religious character (Foundation and VC Schools of religious character at request of parents)				
	50	Decision to provide RE in line with locally agreed syllabus (VA Schools – only if parents request it. All other Schools not covered in 49 above)				
Collective Worship	51	In all maintained Schools to ensure that all students take part in a daily act of collective worship (after consulting GB)				
	52	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (Schools without a religious character) to disapply (after consulting GB)				
	53	Arrangements for collective worship (Schools without religious character (after consulting GB)				
	54	Arrangements for collective worship in Foundation Schools of religious character, VC or VA Schools (after consulting head)				
Premises & Insurance	55	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision)				
	56	Developing Academy buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)				
	57	Procuring and maintaining buildings, including developing properly funded maintenance plan				
Health & Safety	58	To institute a health and safety policy (in community and VC Schools this would be the LA)				
	59	To ensure that health and safety regulations are followed				



School Organisation	60	To publish proposals to change category of Academy				
	61	Proposal to alter or discontinue voluntary foundation or foundation special Academy				
	62	To set the times of Academy sessions and the dates of Academy terms and holidays except in community and VC Schools where it is the LA				
	63	To ensure that the Academy meets for 380 sessions in a Academy year				
	64	To ensure that Academy lunch nutritional standards are met where provided by the governing body.				
Information For Parents	65	To prepare and publish the Academy prospectus				
	66	To prepare and publish the Academy profile				
	67	To ensure provision of free Academy meals to those students meeting the criteria				
	68	Adoption and review of home-Academy agreements				
GB Procedures	69	To draw up instrument of government and any amendments thereafter				
	70	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body				
	71	To appoint and dismiss the clerk to the governors				
	72	To hold a full governing body meeting at least three times in a Academy year or a meeting of the temporary governing body as often may require				
	73	To appoint and remove community or sponsor governors.				
	74	To set up a Register of Governors' Business Interests				
	75	To approve and set up a Governors Expenses Scheme				
	76	To discharge duties in respect of students with special needs by appointing a "responsible person" in community, voluntary and Foundation Schools				
	77	To consider whether or not to exercise delegation of functions to individuals or committees				
	78	To regulate the GB procedures (where not set out in law)				
Federations	79	To consider forming a federation or				



		joining an existing federation				
	80	To consider requests from other Schools to join the federation				
	81	To leave a federation				
Extended Schools	82	To decide to offer additional activities and to what form these should take				
	83	To put into place the additional services provided				
	84	To ensure delivery of services provided				
	85	To cease providing extended Academy provision				

The board of Reach Academy: Feltham intends to empower its appointed Principal and leadership team to make decisions wherever legally possible. Correct and accountable delegation of these tasks by the Governing Body allows it to concentrate on the issues on which it should focus its time and energy. It also gives the Principal a clear structure within which to work and an understanding of his/her responsibilities.

Each of the sub-headings in this table also offers a template for the sub-committees that the board of Reach Academy: Feltham would form as and when necessary, the core three sub-committees of course being budgets, staffing and curriculum.

Governing Body: Expertise, structure & recruiting

As mentioned in the section on 'Expertise,' we have put together a board that is prepared not only for the pre-opening stages but also for running the Academy. The list of expertise we have been looking for in that section is very similar to the expertise needed to run an Academy.

The following table lists the expertise needed for a fully operational Academy and the expertise we have at this stage.



In terms of the composition of our Governing Body once open, we recognise the following:

- The Governing Body must include the Principal and at least two Parent Governors



- Normal practice in other maintained schools is that the Governing Body includes Local Authority Governors (appointed by the LA), Staff Governors (elected by the Staff), Parents (elected by the parents) and Local Community Governors (co-opted by the Governing Body) as well as the Principal.

Regarding structure, we understand that Governing Bodies can be smaller, which can mean that they are more dynamic and quick to make decisions or larger, in which case they are more representative. Our intention is to aim for a dynamic board that can quickly make and act on decisions. However, we also recognise that, particularly in the first few years, we may need a wide array of experience e.g. Premises planning, and we wish to be representative of the local community. We intend to form sub-committees to address certain specific areas such as curriculum or finances. Our board will incorporate the following roles, but with an eye to certain key proficiencies that may need to be brought in:

1. Chair
2. Vice-Chair (with particular expertise e.g. legal, financial, education, HR)
3. Principal Designate
4. Vice-Principal Designate (the senior of the two on our staff team)
5. Governor with Financial expertise
6. Parent Governor 1
7. Parent Governor 2
8. Staff Governor
9. Community Governor

Other roles that may be added are:

1. Hounslow LA Representative (depending on discussion with the LA)
2. Premises Manager

We will recruit assiduously and with care to ensure that our Governing Body is both fit for purpose and representative. The Parent governors will be elected by the parents. The staff governor will be elected by the staff. If there is a Local Authority governor, he or she will be appointed by the Local Authority. The Principal must be on the Governing Body and the Vice-Principal will be co-opted by the Governing Body. All other positions will be co-opted by the Governing Body. We will continue to make a detailed search for a suitable local community



governor. One way to achieve this is through the 'School Governors' One Stop Shop,' which holds a data base of high quality volunteers. We will also consider advertising for governors in the local newspapers or through local volunteer groups.

Governing body: training

In order to ensure that our Governing Body are well-equipped to carry out their roles, we will ensure that they receive regular and quality training. We will seek to use the support network available through the National Association of Governors and Managers (NAGAM) to provide our Governors with advice when needed. We will also send them on NAGAM conferences to ensure that they are up to date with the latest laws, guidance and best practice in governance.

We will also buy into the Local Authority governor training and subscribe to Governors Guide to the Law in order to ensure that they receive regular updates on any changes to their responsibilities.

It is important to us that our Governors are part of the Academy and are able to substantiate ideas and contribute to discussions based on the experience of being in the Academy and interacting with the students. We will encourage regular visits to the Academy to find out how it is doing, particularly in link areas. For example the SEN link Governor should visit the Academy and spend time in the SEN department.



6.4 Financial Oversight

Financial Oversight Roles

Our board has a strong financial team (see 'Financial Expertise' sections above). A finance expert in the Academy's leadership team complements the Governing Body's financial acumen. We are aware from our experiences working in Schools and having on our board an existing Finance Director that the Finance & Resources Director (FRD) plays a pivotal part in the successful commercial running of the Academy. The FRD will be accountable to the Principal, who will retain accountability to the Governing Body for financial management of the Academy. It is therefore essential that the relationship between the Principal and the FRD is strong, and also that the FRD is able to deliver on the key elements of the role.

Key elements of the role include:

- Ensuring the Academy has robust financial controls including: ensuring value for money in all Academy expenditure, managing and enforcing the scheme of delegation, timely accountancy for all Academy transactions, mapping expenditure against budget throughout the year.
- Managing the school's strategic financial plan that will help shape future business decisions by planning for the 3-5 year horizon and informing senior staff of the financial implications behind their proposed strategic decisions.
- Being responsible for all School administration ranging from payroll services and income generation to recruitment and personnel; ensuring all systems across Academy business are efficient and able to cope with change.
- Developing strong 'community engagement' links through income generation schemes, outreach work and consulting with parents to ensure the Academy is meeting the needs of the community.
- Promoting the Academy through management of its marketing activities.
- As part of the school's Leadership team, ensuring staff understand how commercial factors feed into and support the Academy's vision.



It is essential that the FRD has the requisite experience and qualities:

- Be a professionally qualified Finance Executive with significant experience of managing finance and administrative service areas at a senior level.
- Possess inspirational leadership skills honed in challenging management environments combined with a sincere empathy for education and our educational vision.
- Have exceptional written and oral literacy to compliment excellent quantitative and analytical aptitude for finance.
- Be highly computer literate.

It is sometimes considered cost-effective in a small Academy to employ an FRD part-time. However, our FRD will be full-time due to the potential for him/her to generate income for the Academy and amplify our impact on the community. As mentioned above, our FRD will have some responsibility for marketing and community engagement (see 'Community Engagement' section in the 'Educational Plan' for more information). He/she will also have responsibility for building and delivering an ambitious income generation and cost saving plan (see 'Financial Viability' section for more information).



6.5 Leadership and Staffing

We will build a highly committed, highly qualified staff team, with experience achieving excellent results in urban complex schools, experience working with similar populations of students and a proven track record of going beyond normal expectations of teachers. We are confident that the innovative approach we are taking to the Academy – small, all-through, teachers working with a small group of students up to Year 8 – will be attractive to ambitious, thoughtful, creative teacher leaders who want to make a difference and who are aligned to our mission or addressing educational inequity. We will build a team with a blend of experience, a range of leadership styles and approaches and will pay careful attention to the make-up of year group teams up to Year 8 and subject teams in years 9-13.



Staffing numbers over time

Reach Academy Feltham Staffing Structure

		FTE by year								Senior Leader	Middle Leader
	Salary (£K)	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19			
Principal	95	1	1	1	1	1	1	1		✓	
Vice Principal (SENCO)	55	1	1	1	1	1	1	1		✓	
SEN Language	35	1	1	1	1	1	1	1			
SEN Inclusion	35	0	0	1	1	1	1	1			
Vice Principal (Primary)	65	1	1	1	1	1	1	1		✓	
Assistant Principal (Foundation Stage)	45	1	1	1	1	1	1	1		✓	
Reception Teacher	32	1	1	1	1	1	1	1			
TA	18	2	2	2	2	2	2	2			
Nursery Nurse	24	2	2	2	2	2	2	2			
Assistant Principal (Years 1-2)	45	1	1	1	1	1	1	1		✓	
Teacher	32-36	0	2	4	4	4	4	4			
Developing Teacher	25	0	0	1	1	1	1	1			
TA	18	0	2	3	3	3	3	3			
Assistant Principal (Years 3-5)	45	0	0	0.4	1	1	1	1		✓	
Teacher	32-36	0	0	0	1	4	6	6			
Developing Teacher	25	0	0	0	0	0	1	1			
TA	18	0	0	0	2	4	6	6			
Vice Principal (Secondary)	75	1	1	1	1	1	1	1		✓	
Assistant Principal (Years 6-8)	55	1	1	1	1	1	1	1		✓	
Teacher	32	1	5	7	7	7	11	11			
Developing Teacher	25	1	2	3	3	4	5	6			
TA	18	0	1	1	1	1	1	1			
Assistant Principal (Years 9-11)	55	0	1	1	1	1	1	1		✓	
Assistant Principal (Years 12-13)	55	0	0	0	0	1	1	1		✓	
Subject Leader	40-55	3	4	4.7	5.7	6	6	6			✓
Teacher	32-35	0	0	0	4	8	11	15			
TA	18	0	0	1	2	2	2	2			
Finance and Resources Director	65	1	1	1	1	1	1	1		✓	
Finance Officer	25	0	0	1	1	1	1	1			
Administrator	22	2	2	3	4	5	5	5			
Lunch Supervisor (part time)	35	1	3	6	6	7	7	7			
IT Director	50	1	1	1	1	1	1	1			✓
IT Administrator	25	0	0	0	1	1	1	1			
Premises Manager	28	1	1	1	1	1	1	1			✓
Premises staff	23	15	15	2	3	3	4	4			
University Access Director	45	0	1	1	1	1	1	1			✓



Pre-opening phase

In order to provide value for money, staffing numbers will be limited to those that are essential for us to meet our goals. We recognise that there will be some staff that need to be hired before the Academy starts during the academic year 2011-12. These are outlined here:

Role	Start date	Rationale
Principal designate	September 2011	The academy will be recruiting Year 7 students in September and October 2012. The Principal will need to be in place during this period, planning and delivering this process as well as working with the FRD to secure the site and hire other staff.
Finance and Resources Director	September 2011	To supervise the building works, set up contracts, finances and systems. Hire non-teaching staff.
Primary Principal	January 2012	To effectively complete the hiring of staff and to induct students, staff and parents for Primary.
Secondary Principal	January 2012	To effectively complete the hiring of staff and to induct students staff and parents for Secondary.
Academy coordinator	January 2012	Administrate the project. Organise the induction summer Academy for Yr 6 students, organise admissions, home visits, induction of staff, students and parents. Supply uniform.
SENCo	April 2012	To identify learning needs and organise provisions for September.
Foundation stage lead teacher	June 2012	To build a transformational Foundation Stage curriculum.
Lead teachers of English and Maths	June 2012	To build a transformational English and Maths curriculum in the Secondary Academy.



Year 1: 2012-13

In Year 1, all the relevant teachers, nursery nurses, teaching assistants and developing teachers will join the academy to be able to effectively teach Reception and Year 7. These will include the Lead Science Teacher in the secondary Academy. In addition, the SEN language specialist will also join, in order to ensure outstanding, tailored provision is in place for SEN students in Primary from day one. We will hire the assistant principal for Key Stage 1 in this year, to ensure that the curriculum for the second year is expertly planned, and also to support teaching and learning in the reception class, so that the academy makes a superb start with its foundation year group. We will also hire an assistant principal to be the small Academy pastoral leader for the fledgling 6-8 phase. Their focus in Year 1 will be to support the Secondary Principal (vice-principal) in behaviour and inclusion. As the Academy develops they will become the ultimate point of accountability for this phase.

There will also be a number of non-teaching staff who join the Academy around the start of the year: the IT director; premises staff; a lunch time supervisor and an administrator.

Year 2: 2013-14

With Reception, Year 1, Year 7 and Year 8 in the Academy, we will hire the additional teachers and teaching required to teach these year groups effectively. We will bring on an additional subject lead (Humanities).

In preparation for the start of the upper Academy (9-13 Phases), the Assistant Principal will be appointed whilst students are in Year 8, in order to prepare the curriculum, staffing and organisation of Years 9-11.

In terms of non-teaching staff, there will be two additional lunch time meal supervisors, and the important addition of the University Access Coordinator – who will start to build the links to external organisations to give Reach Academy students exceptional opportunities through university visits, mentoring and internships. It is important that this role is filled as early as Year 2 to ensure that students are exposed to these opportunities as early as possible, whilst Academy culture is still being defined.

Year 3: 2014-15

We will hire teachers, teaching assistants and developing teachers to staff the additional year groups recruited.



As the volume of work for the SENCo increases, we will bring on board the key appointment of the SEN inclusion specialist, to ensure positive emotional and social development of students, particularly in secondary Academy.

Later in the year, we will hire the Years 3-5 phase leader, who will have a term to prepare the transition of students from the Years 1-2 phase. In the secondary Academy and additional Subject Lead will be hired to build subject leadership in the upper Academy.

At this stage, the number of staff and complexity of the organisation will mean that a Finance Officer will need to be hired to ensure that the FRD is able to concentrate on strategic rather than operational finance matters. Premises staff will be increased slightly. Lunch supervisors will be increased to take the load from Academy leaders and teachers who up to this point will support to ensure the appropriate staff ratios and expertise are in place for lunch times (all available staff will assist in the founding years). An administrator will join to support the increased load of administration as the Academy grows.

Year 4: 2015-16

Further teachers and teaching assistants will join the Academy. A further subject leader will join to lead Key Stage 4 arts curriculum as Year 10 is started.

An IT administrator will allow for the IT director to focus on more strategic work, instead of responding to operational issues. This will be important as more sophisticated IT provision is put in place for Key Stage 4 and 5, and as IT replenishment is necessary. Premises and administration staff will join to support the transition of the academy from start up phase towards steady state.

Year 5: 2016-17

As the frontier year group are in Year 11, this is the year when the phase leader for Years 12-13 will join the academy to effectively plan and lead the Key Stage 5 section of the Academy. The arts subject lead will move to full time, and the remaining staff will be hired to be able to teach the additional students.

A further administrator will join the Academy.

Year 6 2016-2017 and Year 7 2017-2018

In the last year of growth and Year 7, where will be operating at steady state, there will be no more additional leaders or non-teaching staff added to the Academy. The only joining staff will be the additional teachers and teaching assistants who will arrive to teach the incoming year of 2016-17.



Steady state staffing structure

The structure of the staffing at Reach Academy: Feltham is directly correlated to all aspects of the Academy and is purposely designed to ensure maximum outcomes for the students.

Leadership

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Principal	External stakeholders; Strategic vision; Network development		1.0		
Head of Primary (Vice-Principal)	Teaching and Learning (Primary); Management of staff		1.0		
Head of Secondary (Vice-Principal)	Teaching and Learning (Secondary); Management of staff		1.0		
				Total	
				% of staffing salary	9.0%
				% of recurrent income	6.3%

N.B Assistant Principals, Finance and Resource Director and SENCo shown below

Rationale behind Leadership structure

The leadership of the academy will be a key driver of outstanding outcomes. The academy will invest heavily in recruiting and retaining these exceptional staff.

At steady state the Principal will have a strategic role, mentoring and challenging the Vice-Principals and other key leaders in the Academy (Finance and Resources Director and SENCo). They will also have a key role in the development of the Reach Network of Schools. The Principal will be the “face of the Academy” in the local community and wider education community.

In terms of operational delivery, responsibility will lay with the two Vice-Principals (Principals) for the primary and secondary section of the Academy. These two Principals will have responsibility for standards and outcomes. They will drive the quality of teaching and learning in these areas, as well as line managing Assistant Principals below them.



Assistant Principals are intentionally assigned exclusively to “small Schools” or learning communities within each of the primary and secondary Schools. There will be an assistant principal for each of: Foundation stage; Years 1-2; Years 3-5; Years 6-8; Years 9-11 and Years 12-13. These 6 assistant principals will have autonomy and accountability for curriculum, student and staff culture and well-being, timetabling and outcomes (academic and pastoral). These positions will therefore function not only to create small units of accountability, decreasing the scale of organisational units in the academy and ensuring student leaders truly know their students, but also act as a crucial “Principals in training” role for the future development of the Reach Network.

All through student support (including SEN)

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
SENCo (Assistant Principal)	Intervention monitoring and evaluation; management of statmented students and their needs; Child Protection Officer				
SEN Language	SaLT (Primary focus)				
SEN Inclusion	Inclusion (Secondary focus)				
				Total	
				% of staffing salary	4.7%
				% of recurrent income	3.3%

Rationale behind SEN staffing structure

The academy aims to meet every child’s needs in line with all codes of practice including the SEN Code of Practice and the Every Child Matters Framework (see [SEN Plan](#) for more detail on SEN provision at Reach Academy: Feltham). To do this effectively the academy will invest in expert professionals who will work across the academy. They will ensure provision is joined up across a child’s journey. For this reason, the SENCo, who will also be an Assistant Principal, will work across both primary and secondary to monitor, evaluate and provide strategic direction for interventions to meet children’s needs. They will also be the Child Protection Officer for the academy.



In Primary (and ongoing through the Academy) it is important to be able to provide students with regular and expert language intervention. For this reason, a specific Speech and Language Therapist will be provided. Similarly, an SEN lead with inclusion focus will be provided. They will provide a counselling/mentoring role, to meet emotional and social needs of students. They will work across the whole academy, focusing particularly on the early years of secondary.

Foundation Stage

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Assistant Principal	Reception teacher and FS leader				
Teaching Assistant	Reception teacher				
Teaching Assistant	Reception TA				
Nursery Nurse	Reception Nurse				
Nursery Nurse	Reception Nurse				
Total					
% of staffing salary					6.1%
% of whole academy recurrent income					4.3%

Rationale behind Foundation Stage staffing structure

Given the needs of Reception students (including inside and outside play), it is important to have a high ratio of trained adults for this stage of the Academy. This will be provided by having a teacher, a teaching assistant and a trained nursery nurse with each class of 30 students.



Nursery nurses are specifically trained to deal with students of this age, and where possible we would intend to recruit nursery nurses who are NNEB trained (rather than NVQ), to ensure they are fully trained in terms of pedagogy and paediatric first-aid.

Additional adults (teaching assistants) will ensure that students are well supervised and cared for. Depending on student need, we may assign these Teaching Assistants to specific students or groups of students at various points during the day.

This stage will be led by an expert, who will also teach one of the classes. This investment will ensure that students make outstanding progress in their first year at Reach Academy.

Years 1-2

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Assistant Principal	Stage Leader (1-2) + whole academy responsibility				
Teacher	Year 1				
Teacher	Year 1				
Teacher	Year 2				
Teacher	Year 2 (Middle Leader - Subject Lead)				
Developing Teacher	Year 2				
TA	Year 1				
TA	Year 1				
TA	Year 2				



	Total	
	% of staffing salary	9.6%
	% of whole academy recurrent income	6.7%

Rationale behind Years 1-2 staffing structure

The phase of Years 1 and 2 will be led by an Assistant Principal. They will be responsible for the progress and attainment of students in this stage of the academy. They will be mentored and challenged by the Primary Vice-Principal (headteacher). They will also have a whole academy responsibility, to make sure they are being trained and gaining experience beyond their phase.

Each Year 1 and 2 class will have a teacher and teaching assistant to ensure outdoor play and small group interventions are deliverable. There will also be a developing teacher (a Teach First trainee, GTP or NQT) attached to Year 2. This will act to provide capacity for small group phonics work as well as in-house training of incoming new teachers to ensure teacher quality year on year.

One of the teachers in this phase (Year 2 teacher) will have additional middle leadership responsibilities, for example providing expertise in Maths or English for younger learners.

Years 3-5

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Assistant Principal	Stage Leader (3-5) + whole academy responsibility				
Teacher	Year 3				
Teacher	Year 3				
Teacher	Year 4				
Teacher	Year 4 (Middle Leader - Subject Lead)				
Teacher	Year 5				
Teacher	Year 5				



Developing Teacher (GTP/NQT/Teach First)	Year 5				
TA	Year 3				
TA	Year 3				
TA	Year 4				
TA	Year 4				
TA	Year 5				
TA	Year 5				
Total					
% of staffing salary					14.2%
% of whole academy recurrent income					10.0%

Rationale behind Years 3-5 staffing structure

The phase of Years 3-5 will be led by an Assistant Principal. They will be responsible for the progress, attainment and pastoral development of students in this stage of the academy. They will be mentored and challenged by the Primary Vice-Principal (headteacher). They will also have a whole academy responsibility, to make sure they are being trained and gaining experience beyond their phase.

Each Year 3-5 class will have a teacher and teaching assistant to ensure small group interventions are deliverable, and students get the help they need. There will also be a developing teacher (a Teach First trainee, GTP or NQT) attached to Year 5. This will act to provide capacity for small group phonics work as well as in house training of incoming new teachers to ensure teacher quality year on year.

This stage will end at year 5 (rather than the traditional Year 6). This is because of the progress expected of students at Reach Academy. Students will be working at a level 5 in Year 6 in English and Maths, and for this reason will benefit from exposure to some specialist teachers. It also allows the academy to instil “secondary” habits in students at a stage when they are receptive and allows a head-start to be made on secondary learning.



One of the teachers in this phase (Year 5 teacher) will have additional middle leadership responsibilities, for example providing expertise in Maths or English.

Years 6-8

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Assistant Principal	Stage Leader (6-8) + whole academy responsibility				
Teacher	Year 6 Maths				
Teacher	Year 6 Maths				
Teacher	Year 6 English				
Teacher	Year 6 English				
Teacher	Year 7 Maths				
Teacher	Year 7 Maths				
Teacher	Year 7 English				
Teacher	Year 7 English				
Teacher	Year 8 Maths				
Teacher	Year 8 Maths				
Teacher	Year 8 English				
Developing Teacher	Year 6 (Maths)				
Developing Teacher	Year 6 (English)				
Developing Teacher	Year 7 (Science)				
Developing Teacher	Year 7 (MFL)				
Developing Teacher	Year 8 (Arts)				



Developing Teacher	Year 8 (Humanities)	£1,000	£1,000	£1,000	£1,000
TA	TA 6-8	£1,000	£1,000	£1,000	£1,000
					£2,000
Total					
% of staffing salary					21.4%
% of whole academy recurrent income					15.0%

Rationale behind Years 6-8 staffing structure

The phase of Years 6-8 will be led by an Assistant Principal. They will be responsible for the progress and attainment and pastoral development of students in this stage of the academy. They will be mentored and challenged by the Secondary Vice-Principal (headteacher). They will also have a whole academy responsibility, to make sure they are being trained and gaining experience beyond their phase.

The structure of staffing at this stage of the Academy aims to provide an effective bridge for students transitioning between the small scale, personal environment of primary learning to the more specialist and often disjointed subject-based secondary study. This stage of students' development is where critical social and emotional development takes place. Reach academy will therefore invest in this stage to achieve the following aims:

- Provide students with subject specialism and close teacher relationships by providing an English-based and a Maths-based teacher for each class. This will provide extremely high quality instruction in these subjects (and those integrated with them (science in maths, humanities in English); and
- Provide a time for team-teaching and feedback to developing teachers

This stage of the academy acts as an intense teacher training environment. Developing teachers (Teach First, GTP, or NQT) will gain exposure to other key stages also to aid their full development as teachers. The focus of maths and English at this stage will be supplemented by hiring developing teachers who have curriculum knowledge of non-core subjects. Because of the high numbers of trainee teachers in this phase of the Academy, the requirement for teaching assistant will be limited to students with extreme needs who receive additional funding to support the hiring of additional teaching assistants.

Teachers will be attached to a specific class/year and will most often “loop” with these students through Years 6-8 to ensure continuity of relationships. This



radical approach to Academy structure ensures that Reach Academy: Feltham will be able to leverage strongly positive teacher/student relationships to drive student learning.

This is the most costly stage of the Academy in terms of staffing. This is a deliberate choice, made in order to secure firm foundations for secondary Academy, as well as ensure incoming teachers are superbly trained.

The support of these trainee teachers will be a key function of both the 6-8 Assistant Principal and the Secondary Vice-Principal. The capacity created by hiring a maths and English specialist for each class of 30 students will also ensure trainee teachers are well supported.

Years 9-13

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Assistant Principal	Stage Leader (9-11) + whole academy responsibility				
	Stage Leader (12-13) + whole academy responsibility				
Subject Leader (Middle Leader)	Maths Lead				
Teacher	Maths				
Teacher	Maths				
Teacher	Maths				
Subject Leader (Middle Leader)	English Lead				
Teacher	English				
Teacher	English				
Teacher	English				
Subject Leader (Middle Leader)	Science Lead - Biology				
Teacher	Chemistry				
Teacher	Physics				



Teacher	Yr 9 Science				
Teacher					
Teacher					
Teacher					
Subject Leader (Middle Leader)	Humanities Lead - History				
Teacher	Geography				
Teacher					
Subject Leader (Middle Leader)	MFL Lead				
Subject Leader (Middle Leader)					
TA					
TA					
Total					
% of staffing salary					34.9%
% of whole academy recurrent income					24.5%

Rationale behind Years 9-13 staffing structure

Years 9-13 will be staffed pastorally as Years 9-11 and Years 12-13. One Assistant Principal will provide pastoral leadership to each of these two phases. They will be responsible for the progress, attainment and pastoral development of students in this stage of the academy. Due to the small scale they will know the students very well. They will be mentored and challenged by the Secondary Vice-Principal (headteacher). They will also have a whole academy responsibility, to make sure they are being trained and gaining experience beyond their phase.

The structure and management of staffing at this stage of the Academy recognises the importance of subject specialism in later years. Staff are grouped according to subject specialism and line managed by their subject lead. This is because the subject lead will be best placed to support them in their core function of teaching their specialist subject. It is also indicative of the role of teachers at this stage, taking on a more traditional position by teaching across multiple years.



As a small Academy, REACH academy will make an active choice to provide a select core in-house curriculum. The choice of staffing reflects the desire to provide outstanding teaching and learning in academic Key Stage 5 options (maths, further maths, biology, chemistry, English, a MFL, history, geography), providing the possibility of utilising other learning opportunities (local universities (e.g. [REDACTED]); colleges or Schools (through 6th form consortia) to deliver other non-core subjects. Recruitment of staff to this stage of the Academy will look favourably on specialists who can teach outside of their specialism, for example Maths teachers who can teach Key Stage 4/5 Economics.

The team at Years12-13 will benefit from the work of the Access Director (see non-teaching staff rationale below).

REACH will benefit from being an all-through Academy, by staffing subject leads with responsibility for curriculum across the whole of the 4-18 journey. For example, the Humanities lead will provide resources and curriculum support in all stages of the Academy from 4-18. This will be particularly powerful in areas traditionally underserved at primary Academy, for example science.

Non-teaching staff

Role	Primary Responsibilities	Salary	FTE	Total	With on costs
Finance and Resources Director	Line manages all non-teaching functions				
IT Director	VLE; Data; IT				
IT Administrator					
Finance officer					
Premises manager					
Premises staff					
Premises staff					
Premises staff					
Premises staff					

HR Manager					
Administrator	Primary School admin lead				
Administrator	Primary School admin				
Administrator	Secondary admin lead				
Administrator	Secondary admin				
Administrator					
Lunch Supervisor					
Lunch Supervisor					
Lunch Supervisor					
Lunch Supervisor					
Lunch Supervisor					
Lunch Supervisor					
Lunch Supervisor					
Access coordinator	Secondary, university and employment opportunities				
Total					13.3%

Rationale behind non-teaching staffing structure

The non-teaching function of the academy is led by the Finance and Resource Director (FRD). This key appointment will make sure that resources are well used, costs are minimised, and that additional income is generated to pursue the academy's goals. They have an important leadership function instilling high expectations through their management of non-teaching functions.



The IT director will make sure that all aspects of the academy's IT provision is maximised. The academy will invest in a well-skilled person to minimise the need to buy in additional services. IT solutions would be pursued which required minimal maintenance, and wherever possible maintenance contracts will be purchased to ensure sustainable and predictable IT costs over time. The IT director will also have an important role as the network grows in supporting IT solutions in further Schools.

Premises staffing costs and structures are hard to accurately predict without a finalised premises. However the academy would likely need 2.5 FTE for two co-located sites for primary and secondary. Any additional premises required by long opening hours outside of core hours will be funded by premises hire income. The "small Academy" model places developing teachers in small teams where they can perform some administration functions (e.g. admin that underpins behaviour management systems). In addition there will be 4 administrators, who will work in two two-person teams at primary and secondary. Although as a small Academy, Reach Academy: Feltham may be impacted by some diseconomies of scale, administration is one area where diseconomies of *large* scale will be avoided – in other words, the administration created by the complexity of large secondary Schools will be avoided at Reach Academy.

The provision of a part time HR manager will support the FRD in making sure all aspects of HR are well supported in the academy – and minimise the need to purchase in additional HR expertise from outside the academy.

Finally, lunch supervisors will be required to support lunch times in the first two phases of the Academy (Reception to Year 2). These costs and staff will be minimised however, by the use of teachers, TAs and developing teachers in these sessions. This capacity will be created by staggering lunches and utilising staff cross-phase. At Reach, meal times are a key learning point, and one that the academy prioritises as a key time for student development.

Job descriptions across the Academy

In our recruitment and selection of prospective staff, we will play careful attention to the precise demands of the role laid out in the job description and will use the application process to gauge applicants' ability to excel in all the demands of the role. See below for a sample of the job descriptions that we have created:

Responsibilities of the Principal



Vision	working with the Governing Body to set vision and direction for the Academy, develop and maintain the Academy ethos and set targets;
Line management	of Vice Principals, SENCo and Finance and Resources Manager;
Academy progress	reporting to Governing Body and DfE on progress, standards, performance management at the Academy, SEF and development plan;
Staffing	recruitment and retention, staff morale, staff structure, appointments and promotions;
Students	setting standards, admissions, exclusions and appeals;
Financial management	overall allocation of resources, compliance with funding standards, gaining funding through bids and fund-raising; and
Academy promotion	communication with parents and other external stakeholders, representing and promoting the Academy.

Responsibilities of the Vice-Principals

Vision	setting vision and direction for section in line with Academy vision;
Line management	of phase leaders – Reception, Yrs 1&2 and Yrs 3-5 for Primary, Yrs 6-8, 9-11 and 12-13 for Secondary;
Academic progress	setting primary targets, tracking and progress, with half-termly monitoring reports on progress, discussions with Principal and identification of interventions where necessary;
Ethos and behaviour	aligning the ethos of the Primary / Secondary section to the Academy vision, standards of behaviour and discipline



and exclusions (with Principal);

Staffing staff recruitment and induction, primary staff performance reviews (to be executed by phase leaders), staff morale and roles and responsibilities;

Finance agreeing overall strategy for finance and staffing structure before the budget is set and keeping expenditure in line with budget allocations; direct liaison with FRM re procedures and budget management;

Quality assurance development of coherent classroom and leadership team observation strategy, lesson observation training; and

Plans and policies lead on development plan, SEF, policies, staff handbook.

Responsibilities of Assistant Principals (Phase Leaders)

Vision Setting vision and direction for phase in line with section vision;

Line management of teachers and support staff within phase;

Academic progress setting phase targets, tracking and progress, with monthly monitoring reports on progress, discussions with Vice-Principal; identification of interventions where necessary;

Ethos and behaviour aligning the ethos of the phase to the Academy vision, standards of behaviour and discipline (with Vice-Principal);

Staffing phase staff induction, phase staff performance reviews, phase staff morale;



Quality assurance execution of observation strategy, lesson observation training;

Additional whole-Academy responsibilities

Teaching and learning	development of staff capacity to deliver outstanding teaching and learning student engagement in learning and dissemination of best practice;
Students behaviour support and ethos	home/Academy liaison re student welfare/behaviour, implementation of behaviour strategy, monitoring of procedures, oversight of rewards system; lead on embedding ethos throughout Academy, including assemblies and tutor time; and
Assessment and curriculum	student tracking systems, training staff in use of systems, develop and own data systems, curriculum projections, curriculum modelling.

Responsibilities of Subject Leaders

Vision	setting vision and direction for the teaching of subject throughout the Academy;
Line management	of subject teachers in Years 9-13 and supporting Assistant Head in charge of first four phases to monitor teaching and learning in subject and partner on interventions;
Academic progress	setting targets for Years 9-13, tracking and progress, with monthly monitoring reports on progress to Assistant Head leading each phase;
Curriculum	ensure coherence of curriculum across the Academy through coordinating a group of phase subject leads first four phases; and



Teaching and learning disseminate best practices in subject teaching across Academy, development of staff capacity to deliver outstanding teaching and learning, student engagement in learning.

Note: In English and Maths there will be a Primary subject lead working closely with the Academy-wide Subject Leader.

Responsibilities of a teacher

Academic progress	agreeing student targets, tracking and progress, weekly progress meetings and monthly monitoring reports;
Ethos and behaviour	creating a purposeful learning environment aligned with the ethos of the Academy;
Teaching and learning	teaching compelling lessons where students make rapid progress through deep, enduring learning experiences;
Working with colleagues	co-operate with phase or subject colleagues to ensure all students make maximum progress, work with other adults to plan learning experiences; and



Working with parents collaborating closely with parents to ensure that they are aware of their children's progress, engaged in their development and supporting them in their vision for the future.

Staff Recruitment

In terms of our approach to staff recruitment, we will use our various networks to build awareness and a pipe-line of interested applicants. We will:

- Use the Teach First Ambassador network to find prospective staff, who share our vision and commitment to transformational results for students. We will use our position as Ambassadors to engage with colleagues at Teach First events and raise awareness of the Academy amongst both Ambassadors and participants. There are now well over 1000 Teach First Ambassadors with the community set to grow rapidly in the next 5-10 years, and we are confident that this community will fuel much of our growth. See below for examples of two Ambassadors who are already committed to working at the Academy – subject to their applying for particular roles.
- Use our Board to build awareness amongst other constituencies, and in particular learn from the approach of [REDACTED]
- Use the network and expertise that Reach Cambridge has at some of the UK's top Universities to recruit top graduates to join staff as GTP trainees, NQTs or Teaching Assistants who will take on leadership roles in the Academy.

We will also use the TES and other outlets to advertise our roles but will aim to recruit the vast majority of our teachers through the networks outlined above. In the course of our research and planning of this application, we have engaged a number of colleagues to ask for advice and ensure we are taking advantage of the best thinking on the challenges faced when seeking to set up a transformational Academy. Already, several people have expressed a keen desire to work at the Academy, for example:



Teaching staff selection

We will have three particular priorities when selecting teaching staff. Firstly, we will focus on testing their convictions: that all students can achieve; that a great teacher can change the life path a student is on; and that a teacher can and must constantly reflect and improve their practice. Secondly, we will explore their past experience, which we believe is most predictive of future performance, in particular their track record of achieving measurable successes with their students and solving complex problems. Thirdly, we will observe them teaching and review planning and other documentation to judge their effectiveness in the classroom.

In order to gain these insights, where possible we will visit the prospective teacher in their Academy and spend a morning observing them in their current role, in order to get a clear impression of the impact they are having and how they work with their students. We will invite them to the Academy and have them teach two lessons, with some feedback after the first to evaluate their openness to feedback and their ability to incorporate any areas for improvement into the second lesson they teach. Applicants will have one interview with the Principal and one with their prospective line manager, which would probe their convictions and explore their past performance and fit with the Academy. An important element of the selection process will be an interview with a student panel. Research suggests that the best evaluation framework, in terms of correlation with eventual student outcomes, is to ask students, and we will involve students who have been taught by this teacher in the morning, and get the insight of 4-5 students about whether this teacher would flourish in the Academy.

For applicants for our GTP and Teaching Assistant positions, we will have applicants teach a mini-lesson for around 10 students. We will ask them to plan the lesson in advance, send it to us and we will offer feedback, which they will be encouraged to incorporate. We will ask them to read key documents and watch videos of outstanding teaching, and have discussions about these in their interviews.

Leadership staff selection

In building our leadership team, we are seeking to build a pipe-line of prospective Principals and Principals. We will ask explicitly whether applicants aspire to Headship and favour those that do. Again, we will seek to evaluate convictions, past performance and effectiveness, although we will look both at the classroom



and applicants' ability to effectively execute the leadership role they have taken. Our staff selection policy is informed by the Future Leaders' framework and we will share it with applicants, so that they can bring examples and reflections of their aptitude for the role framed against fifteen competencies.

The process will be similar to that outlined above for teachers. Where possible, we will visit applicants in their Academy to get an insight into their performance in their current role. In addition to the interviews, teaching and discussions with students set out above, prospective leadership team members will be asked to role play a full line management conversation using the Academy's structure, and will be asked to deliver a presentation setting out their vision for their role. We are confident that these elements of the interview process will enable us to select highly effective leaders to join our team.

Teacher training

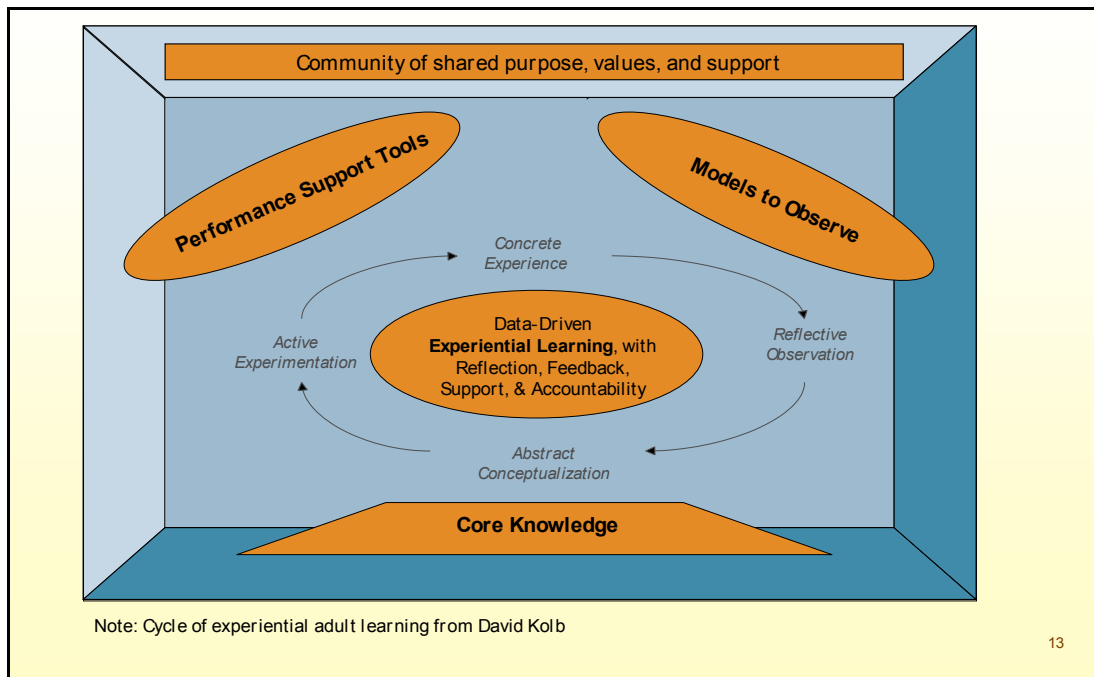
One way that we will make our Academy sustainable is by training our own teachers, many of whom will then remain on staff. In the longer term, we intend to become a teaching Academy but from the start we propose recruiting developing teachers, from the GTP program, Teach First and NQTs across all phases.

We will work with a local University to develop a training programme that equips our GTP trainees with the knowledge, skills and attitudes required to lead students to accomplish ambitious goals with traditionally under-achieving students from urban complex Schools. From the start of the year our GTP trainees will add considerable value and contribute to students meet their learning targets.

Our expertise

We have a great deal of expertise in developing great teachers. Our [REDACTED] has worked at [REDACTED]. In his role at [REDACTED]. He has had the opportunity to learn from innovative programmes such as the [REDACTED], from the [REDACTED]

We believe that teachers learn best through experience:



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Over the course of the year, our developing teachers will build the following:

Core Knowledge

- Fundamental pedagogy;
- An understanding of child development and the most recent advances in our understanding of how the brain operates and how learning happens;
- Motivational theory;
- Differentiation; and
- Subject specific knowledge and pedagogy.

Skills

- Ability to set ambitious goals for student success;
- Planning at the lesson, medium-term and year-long level;
- Assessment for learning;
- Investment and motivation;
- Lesson delivery and execution; and
- Reflection and commitment to continuously developing practice.

Attitudes / Beliefs



- High expectations for what every child, regardless of background, can accomplish;
- A commitment to doing whatever it takes to realize the potential of every student; and
- A conviction that the teacher is successful when the student succeeds and that a teacher can fundamentally alter the life trajectory of their students.

Practical, relevant initial training

Following a rigorous pre-work module focused on reading and reflecting on key texts, initial training will focus on developing the most critical basic skills around lesson planning and classroom management. The training will blend seminars and workshops with a teaching experience so that trainees can reflect on theory in the context of practice and vice-versa.

The training will incorporate the most up to date teacher education elements from around the world, including, for example, the work of [REDACTED] and [REDACTED] on classroom management. Trainees will receive daily feedback on their lesson planning and teaching with clear targets for their development. Workshops will be informed by trainees teaching - focused on areas where they need to improve.

Ongoing Professional Development

Once the Academy year starts, trainees will begin team teaching and working with smaller groups of students, enabling them to learn from the outstanding teachers in the Academy. When they are ready they will take over leading classes, with continuing regular observation and feedback.

Throughout the year they will attend workshops and seminars with the partner university and coursework will be grounded in the work they are doing with students in Academy to help them reflect and improve the quality and depth of student learning.

Staff Accountability

We intend to build a staff team where every person feels a deep responsibility and accountability for the outcomes of students. At the same time, we will build a culture with accountability for students' success and a constant process of reflection and improvement at its heart. We will combine rigorous target-setting



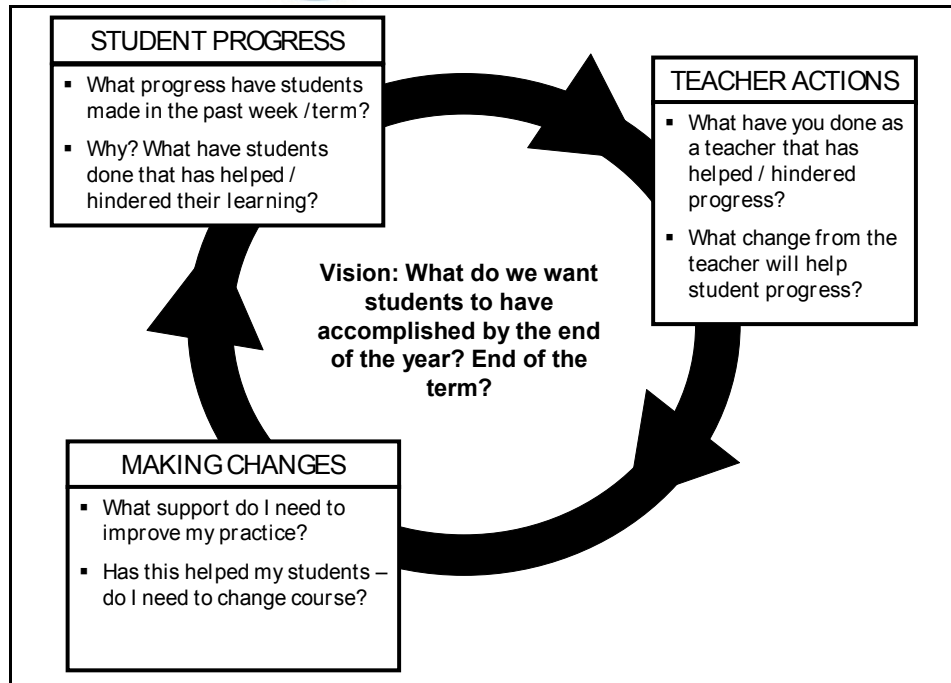
with regular step-backs on progress and regular check-ins to support staff at every level of the Academy to explore what they are doing that is leading to student progress, and where they might change course.

We will work with every staff member to set clear, ambitious and feasible goals for the progress they want to see, all aligned to the Academy's ultimate vision of all students have the choice to attend a top University. Staff will share many of these goals with students and build their ownership and feeling of accountability. The diagram below sets out the reflective cycle, used by highly effective teachers and leaders across a range of sectors. It shows the problem-solving approach that will be used throughout the Academy to support staff to reflect and identify how and where to change course.

Fortnightly, teachers will meet with their line manager and 'co-investigate'. They will review the progress of their classes, exploring the causes of that progress at the student level and then what the teacher has done that has brought about that level of progress. At this meeting, plans for additional support will be made for students not making progress and the teacher will identify things that they will approach differently and any support or professional development they need to improve their teaching and student outcomes.

Teachers will use information about what students have learnt to determine:

- What do they need to teach or re-teach?
- What differentiated support do individuals or groups of students need?
- What teaching strategies and approaches have worked and should be repeated and shared more widely? Which approaches need to be modified?



Students will not be allowed to fall behind and teachers will be supported to reflect on what their students need to do to stay on track for a clutch of As and A*s. Similar conversations will take place between teachers, students and parents on a regular basis.

The same process will be used at the line manager level – for example, a Vice-Principal might co-investigate with a phase leader around the latest assessment outcomes: where did students in the phase succeed relative to our goals? What did they do less well? What were the factors at the root of their success and the areas where they struggled? This process will help the leader to identify their next steps and priorities for the coming weeks and months, which they would then work towards with the support and oversight of the Vice-Principal.

In addition to this, a sophisticated performance management system will step back on teachers' overall performance and provide an opportunity for them to reflect on the year, the strengths, areas for growth and where they need to develop to move on to the next stage in their career. We will take this process extremely seriously and provide a range of professional development opportunities for staff wishing to stretch themselves and explore moving into positions of greater leadership.



Reach Academy: Feltham

7.Premises

June 2011



Introduction

Finding the right premises

We have made considerable progress in terms of locating premises. We are keeping an open mind and are examining all of the options available. We have spoken with the agents involved in the sale/lease of each site to ascertain whether each is appropriate, but have not entered into any negotiations or contracts. We agree with the Rt Hon Michael Gove MP when he spoke of planning laws being rewritten to allow new schools to be opened through 'imaginative' use of space:

'In this country, too often the poorest children are left with the worst education while richer families can buy their way to quality education via private Schools or expensive houses. By allowing new schools, we will give all children access to the kinds of education only the rich can afford – small Schools with small class sizes, great teaching and strong discipline.'

(Michael Gove 18/6/10)

In the first instance we of course searched for buildings that already had D1 designation and had already been used as schools. There are no vacant existing Academy buildings in proximity to the community we need and want to serve. We have therefore been looking at imaginative ways to use other types of buildings. It is refreshing to hear Michael Gove stating that

'We don't need to have the degree of prescription and regulation that has governed school buildings for so long.'

(Michael Gove, 18/6/10)

An advantage of locating our Academy in Hounslow is its proximity to Heathrow and the associated prevalence of commercial buildings, many of which are vacant. An example of this is the 4,000 square metre [REDACTED] (see preferred premises below), which **has been vacant for 9 years** now. One avenue we would consider is to follow the lead of Kunskapsskolan in Sweden, who have successfully and economically converted industrial/warehouse buildings to house their Academy.

We take very seriously the need to find the right premises for the community we wish to serve. We have taken advice from many sources on this topic, and truly believe that we have left no stone unturned in our search for the best premises in the Feltham area at this time.



Our Premises Research Contacts

We have met with Partnerships for Schools (PfS) several times and have received guidance and suggestions from them on the options available to us. They have helped us to locate a number of possible sites. [REDACTED] from PfS has been a great help in this regard. We have also spoken with [REDACTED], who was assigned to Hounslow for the BFS programme and so has experience of the area. More recently we were pleased to welcome [REDACTED], to Feltham to view our preferred sites. [REDACTED] was very supportive in helping us clarify the options available to us.

We have also had pro bono meetings with [REDACTED], the commercial property company, to seek their advice on locating premises. One of our advisers, [REDACTED] and so has been able to assist us on a pro bono basis. He and his colleague, [REDACTED], who specialises in Education developments, have assisted in the process of locating suitable commercial premises.

We have spoken with architectural firms to discuss the sorts of options we might have in converting buildings to Academy use. Notably we have spoken with [REDACTED], who won [REDACTED]. [REDACTED] has been incredibly valuable in helping us understand how we might create a realistic plan for converting commercial space to educational use in an economical manner.

A major fillip in our research and interaction with the community has been the positive relationship we feel we have built with staff at Hounslow Council. We have met the following people, some several times, in the process of honing our Academy plans:

[REDACTED]

This has meant that for each section of this application, we have had productive conversations with a local specialist at the Council, for example. [REDACTED] for the premises section and [REDACTED] for the Demand section. These relationships have been invaluable in compiling our submission.

Finally, we have spoken to a number of free Academy groups that are due to open in 2011 and have taken their advice that it is unwise to become too attached to a particular site at an early stage. We are keeping an open mind and are willing to work with whichever site turns out to be the most appropriate.



Location Rationale

We believe it is essential to consider our premises options through the prism of our location rationale. We selected the Feltham area based on detailed statistical mapping, as detailed in our Educational Vision section. This mapping was complemented with evidence of local demand, through surveys of local parents and leaders in the community.

Our mapping considered the following key criteria:

1. Deprivation data: Our intention is to serve a community that has high child poverty and is in need of a new high quality Academy to turn around the life chances of its children.
2. Demographic need for school places: We want to open our Academy where there is a need for a new school based on an increasing population.
3. Premises: Many London Boroughs have very few buildings available for conversion to or use as Schools. In contrast, Hounslow, being close to Heathrow and in outer London, has numerous options.
4. Local Support: Parental support is of course key, and we have demonstrated substantial support for our Academy through surveys with local parents. We have also met with local leaders from religious groups, social groups, the Council, business and education and have received support.

For detailed information on all of the above criteria and our choice of location, please see 'Location Rationale' in the 'Educational Vision' section.



Our Search

Search Criteria: Our ideal property

In conversation with PfS, with an eye to the BB98 and BB99 guidelines and in consultation with the various experts outlined above, we looked for premises that met the following specifications in the first instance:

1. Close proximity to the community that both needs and wants our Academy, that being the community of the Feltham and Bedfont area.
2. Met the gross area requirements set by Partnerships for Schools and was suitable for division into classrooms and other spaces necessary for a Academy.
3. An existing, structurally robust Academy building with all of the associated items such as outdoor space onsite, catering facilities. If not a Academy building, then a building that could easily be converted to one.
4. Support from the landlord in either buying or leasing the site for the purpose of a Academy.
5. Should not have considerable capital costs, and ideally already government owned.
6. Involved very little in the way of refurbishment or new build costs.
7. Should not have high ongoing maintenance costs.
8. Should be accessible for staff from across London with good public transport links.
9. Did not have any insurmountable planning restrictions.
10. Should be accessible for students, staff or visitors with disabilities.

Search Criteria: Gross area

Our ideal property was one that met the gross area requirements suggested to us by Partnerships for Schools:

Age	Formula
Nursery & Primary	$4.2N + 350$
11-16	$6.3N + 1050$
Post 16	$7N + 350$

Our Academy, which will have 420 children in Primary, 300 students in secondary 11-16 and 120 students post 16 when fully open, will thus require the following gross area:



Age	Gross Area (sq m)
Nursery & Primary	2,114
11-16	2,940
Post 16	1,190
TOTAL	6,244 sq metres

Search Criteria: Government owned & D1

We spoke with [REDACTED] at Partnership for Schools to check whether there were any properties in the Feltham/Bedfont area that were government owned and due for disposal or had D1 designation and were for sale or lease. [REDACTED] helped us to search on the Public Sector Register. Despite [REDACTED] assistance, we were not able to locate appropriate government owned premises between our first contact with PfS in December 2010 and now, May 2011. The only option we found was [REDACTED], but this was only 1000sqm of buildings only and not at all big enough to develop a 6,000sqm Academy. It also went off the market soon after we found it and was sold to a faith group.

However, [REDACTED] was able to assist us in commencing a robust commercial property search.

Search Criteria: Commercial Property

Our commercial property search has comprehensively reviewed all commercial and industrial properties in the Feltham / Bedfont and surrounding area over the last 5 months. We took advice from our adviser [REDACTED], and composed a brief, which we circulated to property agents. In January 2011 we started by approaching agents with a specialism in D1 education use property such as [REDACTED]. We simultaneously approached agents with a commercial or industrial focus and described our interest in locating premises that could be modified to become an Academy. This encompassed a great number of commercial agents such as [REDACTED] to name a few.

Our search resulted in no D1 properties, but a very large number of commercial properties. Our discussions with agents lead us to believe that there is presently an oversupply of commercial premises in the general area around Feltham. Some premises have been vacant for long periods. [REDACTED] (see preferred premises), for example has been on the market for a year and has had interest only from property developers interested in converting it to other uses such as residential. Meanwhile [REDACTED] (see preferred premises) has been on the market for 9 years.



Search Criteria: Council property

We have met with several senior officers at Hounslow Council to discuss our plans for a free Academy in the Feltham area. [REDACTED] directed us to four properties that he is looking to dispose of in the coming months. Two of these are in the area that we are hoping to serve with our Academy. One is known as Feltham People's Centre and was formerly a [REDACTED] and the other is known as [REDACTED] and was formerly an [REDACTED]. Both are presently disused and would need extensive work to convert them to Academy use. However, they are both well located for the community we hope to serve. We have included both properties in our range of premises.

We also spoke with [REDACTED] at Hounslow Council, who [REDACTED]. He suggested that the Borough would be looking to dispose of a considerable amount of its land in the coming years due to budgetary constraints. This is promising because some of these sections of land would be perfect as off-site sports facilities for our Academy. There are several such sites in close proximity to our preferred premises. [REDACTED] also brought up the possibility of building the entire Academy on one of these sites, which is something we could look into, although the focus of this document is finding existing buildings in which we can open our Academy.

Multiple sites or a single site

As stated in the introduction, we are keeping an open mind and are examining all of the options available to us. One issue we may face, depending on the premises available, is dividing the Academy over several sites. We believe this is something, which if done sensibly and sensitively, should not be of detriment to the Academy, its students or its staff. In fact, spreading the Academy over two or three sites might in fact be beneficial. An advantage of opening an all-through Academy is that there are natural divisions in Schooling that can be aligned to the sites available. For instance, we believe it would be entirely possible to run our Academy on three sites: Infant, Junior and Secondary. Equally it would be possible to do so over two sites, one Primary and one Secondary. Our proviso with multiple sites would be that the sites are in fairly close proximity so that facilities and staff can be easily shared, the various sections of the Academy can be easily managed and the Academy is brought together at certain points during the Academy year to maintain a sense of being part of a larger Academy structure. We are prepared to work with the Department for Education and Partnerships for Schools on whichever option is felt to be in the best interests of all stakeholders.



Phased Premises

There is of course a question as to when we would want or need to move into the permanent Academy building. If we are building the Academy cohorts one year at a time, we have been advised that it might be sensible to start off in a smaller building that is large enough to house the first few years of the Academy and in the meantime to locate and prepare suitable premises for the entire Academy. Equally, should one of the sites we have identified be appropriate immediately for the entire Academy site, we have talked to Partnerships for Schools about the possibility of using modular classrooms for an intervening time, while the premises are converted. We would work with Partnerships for Schools on these options at the appropriate time and remain open to a number of premises solutions. Our preferred option (see below), which involves three sites, would offer the opportunity to start the Academy (with 120 students) in one of the buildings while the others are prepared for the intake in the second or third years. We have been advised that preparation of Academy premises can take longer than one might anticipate, so this solution offers additional time to prepare our Academy buildings.

Outdoor space & facilities

Physical exercise is an important part of children's development, and so we intend to build relationships with local sports centres and clubs in order to share facilities. The following are all in close proximity to the premises we have identified:

- [REDACTED] – This hall can take between 200 and 350 people and is only 2 minutes walk from our preferred premises. It is perfect for drama, theatre productions and other activities. We have spoken with [REDACTED] and ascertained that there is a discounted rate for Hounslow Schools of £21.50 per hour;
- [REDACTED] – contains a large number of facilities from swimming pools, squash courts, 6 new tennis courts, group exercise and gym. We have spoken to the Marketing Unit, and have made a verbal agreement about the Academy's use of facilities. There is a local Academy rate for the facilities: a one-hour swimming session for 60 children (1 year group) plus 3 teachers would cost £64 and includes use of the teaching pool plus 2 lanes in the main pool;
- [Feltham Community College](#) - includes indoor gymnasium and sports hall, all weather pitches and extensive playing fields. The school is open to sharing its facilities: 'We are keen to promote the use of the College's sporting facilities by members of the local community as either individuals or as members of sports or recreation clubs or groups.'
- We will negotiate with [REDACTED] to use their facilities



- We will negotiate with [REDACTED] to use their facilities.
- [REDACTED] is one of London's largest community farms and is walking distance from our premises. We have confirmed that they welcome school groups. We intend to make the most of having such a unique educational resource on our doorstep -

As noted above in the section on Council property, [REDACTED] at the Council has told us that the Council will be looking to dispose of a considerable amount of open space in the area around Feltham in the coming years. This might be an excellent opportunity for the Council to dispose of a liability and for our Academy to gain its own sports pitches.

There are also a number of local libraries which the Academy would seek to use: in Feltham, Hanworth and Bedfont. [REDACTED], the closest to our premises options, was upgraded and opened in 2006.

Depending on the premises we settle on, catering will be a consideration. We will either prepare and provide the food onsite or bring in catering from outside. We have spoken with [REDACTED], who is [REDACTED], Hounslow Council's in house catering organisation. She has told us that we can either build kitchens when developing the Academy site and DS Catering can provide everything else for daily lunch provision or we can build a servery and DS Catering can bring in food that has been prepared offsite. From our research and conversations with local experts, we will budget between £1.80 and £2 per student for lunches.

Imaginative thinking around sport, catering and other facilities may be necessary depending on which premises we settle on. Going off-site for activities like sport might be an excellent way of saving space if the premises are too small for on-site sports facilities. We are prepared to think creatively and ensure that our students are well served within the parameters set by the premises and funding.

Hounslow Council Planning Advice

We have had initial conversations with [REDACTED] in Hounslow Planning department about our three preferred premises. Our impression is that planning permission for change of use will be granted if we can show that we have considered several key issues, the salient ones being:

1. Loss of office space: In order to comply with the Employment Development Plan we will need to demonstrate that the premises have been vacant for 2 years if in the town centre or 12 months outside the town centre. We will need to demonstrate that they have been sufficiently



advertised by agents. [REDACTED] has been vacant for 9 years and [REDACTED] has been vacant for almost 2 years, so we meet this requirement.

2. Transport: The Council is encouraging of educational developments, but will require a Travel Plan for staff at the Academy. They would usually expect one car park space per teacher and 6% of spaces to be accessible to people with disabilities. We will develop a Travel Plan that supports our staff arriving by public transport, thus ameliorating this requirement. Transport for London has guidance on constructing such a plan and we can talk to [REDACTED] in this regard.
3. Sustainability technologies: According to the London Plan a conversion of a building may require a 20% reduction in energy usage through sustainable technologies. We are enthusiastic about creating a sustainable Academy, so will embrace this sort of stipulation within the context of our budget constraints and any available grants.
4. Access to all: We will need to ensure the building is accessible to all, with ramps at doors for example. If there is no lift in the building we will need to show how our plans will cater for anyone with disabilities.

We have taken into account these issues in choosing our preferred sites and believe we have a strong case for change of use from B1 to D1 for [REDACTED]. Meanwhile [REDACTED] already has planning permission for a change of use to D1, so a precedent has already been set on this point.

Note:

On point no.3 above on sustainable technologies, we have consulted with our [REDACTED] who told us: *'As part of the process of converting the premises to be fit for purpose as a Academy, the buildings would be retrofitted to high energy efficiency standards to save money in the long term on energy expenditure. Energy companies would be approached to try and secure corporate funding (potentially through the Carbon Emissions Reduction Target) to subsidise the retrofit and to install micro-generation (solar-thermal or solar-voltaic). Rainwater harvesting and a ground source heat pump would also be targeted. These infrastructural changes would act as a springboard to engage the local community on environmental issues and to encourage them to take actions to reduce their own carbon emissions and energy expenditure.'*

We have looked at a variety of funding sources for sustainable infrastructure ([REDACTED]) and will approach these groups with [REDACTED] assistance.



Preferred Premises

Introduction:

We have considered a wide range of factors in selecting our preferred premises: Access for the community we seek to serve, whether it meets the required gross area requirements, whether it could be successfully converted to Academy use, the landlord's support, potential planning issues such as transport, cost of the premises, cost of refurbishment, ongoing maintenance costs for the Academy, sports facilities, catering facilities, parking for staff, outdoor space for the children and accessibility. This is not an exhaustive list but gives a flavour for the detailed considerations we have made in selecting our range of premises options.

For the purposes of this proposal, we have put together one preferred option and then several additional options. We are willing to consider all of these options and others suggested to us by stakeholders.

Our preferred option is to divide our Academy over three sites: [REDACTED] – our rationale is set out below. These options are marked in the map below.

<Redacted> Site 1: [REDACTED] – Primary (Junior) section

Address: [REDACTED], [REDACTED], Feltham, [REDACTED]

Description: See attached summary from agents ([Appendix 7a](#)). This premises, which is to let (possibly for sale), contains 11,000 sq foot of mostly open plan offices and 19 parking spaces, plus a pay and display car park adjacent. It is next to the [REDACTED]. It is off the main road and is close to the station, which would mean minimising traffic/parking issues at key arrival/departure times. We have spoken to the agents, who have indicated that the building is appropriate for conversion to a Academy. It has been on the market for over a year and was previously a [REDACTED]. It would require conversion from B1 to D1 but due to having been on the market for a year, the agent strongly indicated this should be achievable. We anticipate this premises being combined with [REDACTED] (which is across the road) to create our Primary Academy.

Guide Costs: [REDACTED] – flexible on both according to agents.

Analysis of key criteria:



1. Proximity to the community we seek to serve	Yes, the building is in the centre of the community, very close [REDACTED].
2. Gross area requirements	1,013.51sqm, would be sufficient as part of the Primary section in conjunction with [REDACTED].
3. Appropriate building type (inc outdoor space)	Open plan office space could be converted to classrooms. Has a little outdoor space onsite, and is next to a small park. Onsite there is some space at the back and 19 parking spaces at the front. We would convert most of this to outdoor play space and encourage our staff to travel by public transport (Feltham station is next door) or use the pay and display car park next to the property.
4. Landlord support	Yes, landlord is aware and supportive.
5. Cost of the premises	[REDACTED]. We have not negotiated at this point but have been given strong indications that the price could be lowered because the property has been on the market for a while.
6. Cost of refurbishment	[REDACTED] (1,013.51sqm x [REDACTED] for light refurbishment as per PfS funding assumptions document).
7. Ongoing maintenance costs	The building is a fairly recent construction, is structurally sound and is in a good state of repair, so we believe it would have economical ongoing costs. The building is not listed and does not have any onerous requirements of this type.
8. Access for staff	The building is right next to [REDACTED] so we would encourage staff to travel by public transport. Proximity to a station is a key factor in recruiting high quality staff from across London.
9. Planning issues (inc transport plan)	We do not foresee any insurmountable planning issues relating to transport because the building is not on a main road. It is within walking distance of the community we wish to serve and we will have a travel plan for our staff that focuses on public transport. In terms of change of use from B1 to D1 we anticipate there being urgency and support within the Council to create new Academy facilities in this



area due to the demographic bulge coming through. The premises have been vacant since October 2009 when [REDACTED] vacated, which is almost 2 years, so the case can certainly be made for a change of use.

10. Other comments

[REDACTED] is in close proximity to other Schools and education centres: It is next door to [REDACTED] and near to [REDACTED], [REDACTED]. This will be of benefit to parents if they have children at more than one Academy, which seems to be common from conversations with local parents. We would consult with these Schools to coordinate arrival and departure times for our students so that the roads are not overloaded, although we anticipate the vast majority of our staff and students arriving by foot or public transport.

Site 2: [REDACTED] – Primary (Infant) section

Address: [REDACTED], [REDACTED], Feltham, Middlesex [REDACTED]

Description: See attached site plan ([Appendix 7b](#)). We have contacted the Council about this site, which is in close proximity to [REDACTED] and looks to have a similar amount of space. It is vacant and has clearly been disused for many years. Anecdotally a Council officer has told us that it was due to be used by [REDACTED] as a new skills centre for 14-19 year olds but they lost their funding in the spending cuts, so it would appear to be available for D1 educational use.

[REDACTED] has sent us a site plan and has said that the Council is looking to dispose of the premises, which have been disused for many years. It is in a state of disrepair and would involve significant refurbishment or possibly some new building work.

We have spoken to [REDACTED] at the Council who dealt with the [REDACTED] proposed development of [REDACTED]. He directed us to the documents dealing with the proposed development of [REDACTED], which are available on the Hounslow online planning portal (planning ref. 00609/AB/P10). The plans were approved for planning permission in 2009.



We have also spoken with [REDACTED], who designed the D1 development for [REDACTED] on the premises. This plan was approved by Hounslow Council and involved a 4,500sqm, six-storey, [REDACTED] educational premises on the site. Our understanding is that the site was to be leased on a very low cost lease to [REDACTED]. [REDACTED] said that, whilst the precise detail of the original plan might need to be amended for a primary/secondary Academy there was a lot of potential for us to develop a new building based on his plans. If we went down this road of a new build, we would of course need less than half the sqm if we were to place out primary section on the site (2,114sqm), which would mean there would be more outdoor space around the building. It would also of course mean the cost would be significantly less – potentially half of the [REDACTED] of the 4,500sqm development plan. This remains an option and we would be happy to consider it in conjunction with Department for Education and Partnerships for Schools specialists. However, in the interests of maintaining good value for money, our proposal is to refurbish the existing derelict building, which will be more economical than a new build. There is already planning permission granted for a conversion to a D1 designated six-storey educational building on the site is promising for our plans.

Guide Costs: [REDACTED]

Analysis of key criteria:

1. Proximity to the community we seek to serve	Yes, the building is in the centre of the community, on [REDACTED], opposite the station.
2. Gross area requirements	We estimate up to 1,000sqm, which would be sufficient as part of the Primary section in conjunction with [REDACTED].
3. Appropriate building type (inc outdoor space)	From the outside it appears to be an ideal building for a primary Academy – either the infant or junior sections. We have not been able to look inside for health and safety reasons. There is considerable outdoor space to the rear of the building that would be appropriate as a play area.
4. Landlord support	The landlord is the Council and our discussions have indicated that there would be support for converting this presently disused and derelict building to Academy use.
5. Cost of the premises	Unknown. We would hope that the Council would be willing to dispose of the site without requiring much capital because (a) the Council is under pressure to provide Academy places and (b) the premises will require serious investment, which the Council does



not have at the moment.

6. Cost of refurbishment	██████████ (1,000sqm x ██████████ for full refurbishment as per PfS funding assumptions document)
7. Ongoing maintenance costs	The significant cost here would be in a full refurbishment, after which we hope there would be minimal ongoing costs, since the building is not listed and does not have any onerous requirements of this type.
8. Access for staff	The building is opposite ██████████ so we would encourage staff to travel by public transport and would have a travel plan that plans for this. Proximity to a station is a key factor in recruiting high quality staff from across London.
Planning issues (inc transport plan)	Anecdotally a Council officer has told us that it was due to be used by ██████████ as a new skills centre for 14-19 year olds but they lost their funding in the spending cuts, so it would appear to be available for D1 educational use. Planning permission has been granted on this basis. There would be minimal parking onsite but ██████████ is across the road and there are several pay and display car parks in the vicinity so we would encourage our staff and students to arrive by public transport.
10. Other comments	██████████ is in close proximity to other Schools and education centres: It is next door to ██████████ and near to ██████████. This will be of benefit to parents if they have children at more than one Academy, which seems to be common from conversations with local parents. We would consult with these schools to coordinate arrival and departure times for our students so that the roads are not overloaded, although we anticipate the vast majority of our staff and students arriving by foot or public transport.

Site 3: ██████████ – Secondary section

Address: ██████████, ██████████, ██████████, Feltham ██████████

Description: See attached summary from agents ([Appendix 7c](#)). ██████████ represents our favoured option at this time for our secondary section. It consists



of 36,447 sq ft of flexible accommodation with 75 parking spaces. There is a combination of office space and warehouse space, which offers opportunities in terms of layout. It is within walking distance of all the communities we wish to serve and yet has the advantage of not being on a main road. The property has been extensively refurbished, suggesting the cost of conversion may not be particularly great. One major advantage of this site is that it contains 15,048 sq ft of two-storey warehouse space, which could be doubled to increase our gross area. Thus it could be increased from 37,447 sq ft to 52,495 sq ft. The most likely option might be to convert half of this warehouse space to two-storey classrooms and leave the other half as space for a sports hall. Thus the eventual gross area might be around 44,971 sq ft (4,178 sqm).

Guide costs: [REDACTED] per sq ft – this figure is already low and we have not negotiated, but it appears there is room for negotiation here because the premises have been on the market for 9 years. We would endeavour to further lower this significantly. In conversation with PfS it has been suggested we should calculate the lease on a seven-year term, as this is the term of the funding agreement with government. Thus the cost of the lease over a seven-year term would be [REDACTED]

Analysis of key criteria:

1. Proximity to the community we seek to serve	Yes, the building is within walking distance of the centre of Feltham and our community
2. Gross area requirements	4,781sqm if half of the warehouse area is converted to two storeys, which would be sufficient to house the entire secondary Academy.
3. Appropriate building type (inc outdoor space)	[REDACTED] has a large amount of space over two floors that are open to conversion in a variety of layouts. Of particular note is the warehouse space, which would be perfect for (a) doubling the floor space with two-storey modular classrooms and (b) a sports hall. In addition there is outdoor space, with 75 car parks spaces plus a large loading bay area that could be converted to an outdoor play area. [REDACTED] is very nearby and would provide additional outdoor space for sports activities.
4. Landlord support	The landlord has owned the building for a year and is taking a different approach to the previous landlord, who left the premises without a tenant for 9 years. Our discussions with the agent have indicated that the landlord is very motivated to do a deal and would be supportive of a conversion to



educational use.

5. Cost of the premises	Presently the quoted figure is [REDACTED] per square foot, although the agent indicated there was room for negotiation.
6. Cost of refurbishment	[REDACTED] Assuming we double half of the warehouse space, the total sqm will be 4,178sqm. We anticipate the warehouse space that is doubled (671sqm to 1342sqm) will be at the full refurbishment cost level, whereas the remainder of the premises (2836sqm) will be at the light refurbishment level, so the calculation is (1342sqm x [REDACTED]) + (2836sqm x [REDACTED]) as per PfS funding assumptions document.
7. Ongoing maintenance costs	The significant cost here would be in the refurbishment, after which we hope there would be minimal ongoing costs, since the building is not listed and does not have any onerous requirements of this type.
8. Access for staff	The building is 0.9miles from Feltham station so we would encourage staff to travel by public transport and would have a travel plan that plans for this. Proximity to a station is a key factor in recruiting high quality staff from across London.
9. Planning issues (inc transport plan)	We understand that the Council realises it needs to provide Academy places in this region, so will look with interest at propositions to change use from commercial to education. The fact that this property has been vacant for 9 years despite extensive advertising implies that it is not well suited to a commercial lease. There would be minimal parking onsite but Feltham railway station is 0.9 miles away and there are several pay and display car parks in the vicinity so we would encourage our staff and students to arrive by public transport.
10. Other comments	We would consult with local businesses to coordinate arrival and departure times for our students so that the roads are not overloaded, although we anticipate the vast majority of our staff and students arriving by foot or public transport.



Overall Cost of Preferred Premises

The following costs assume that the Academy is fully open with all 840 students immediately. Of course, the reality is that there will be a gradual opening as we add a new intake each year, so the following costs will be staggered over a seven year time frame, while the primary and secondary sections fill.

[REDACTED]

We are confident that there is room for negotiation with all the prices quoted on our premises. We do not think it would be unreasonable to estimate that a 10% discount on the premises costs could be negotiated on average, possibly significantly more if the Council chooses not to seek funds for [REDACTED] and if sufficient pressure is placed on the vendors of [REDACTED]. In addition, we have done some research into (a) refurbishment costs and (b) ICT and furniture infrastructure and hardware and have concluded that there is significant room for decreasing the costs estimated in the above table. We estimate that we could make 30% savings on ICT, Furniture and hardware costs as well as 10% savings on refurbishment costs. See the section below on Cost Savings for more information on this.

[REDACTED]

<Redacted>



A range of premises

Introduction

As mentioned in the introduction there are a great many vacant premises in the Feltham area. In addition to the three sites identified as our preferred premises, there are two further premises that are of particular interest to us as second choice Primary and Secondary buildings.

1. [REDACTED] – Primary section

Address: [REDACTED], [REDACTED], Feltham, [REDACTED] **Description:** See attached site plan ([Appendix 7d](#)). [REDACTED] is a [REDACTED] that was closed due to an outbreak of [REDACTED]. It is owned by the Council, and [REDACTED], [REDACTED] arranged for us to have a tour of the property with a view to converting it to Academy use. It would need significant refurbishment but is on an excellent site with plenty of outside space. It is easily accessible from the centre of Feltham and Feltham station. We believe, following refurbishment, it would make an excellent Primary Academy site. The Council estimates that the premises have a gross area of 1,735 sqm, which is below the 2,114 required, but there is plenty of space onsite to either convert the single storey sections to double storey or to add classrooms on the land around the building.

Guide costs: We do not anticipate the Council requiring a great deal of money for the premises, which are in a state of disrepair. However, there would be substantial need for refurbishment including complete replacement of the water system. An estimate for the refurbishment would be [REDACTED] (1,735 x £1050)

2. [REDACTED] – Secondary section

Address: [REDACTED], Feltham, [REDACTED]

Description: See attached summary from agents ([Appendix 7e](#)). [REDACTED] is a fairly new commercial premises, which comprises a three storey building with two large roof terraces and a total of 227 parking spaces. It has a total of 47,540 sq ft (4,416 sqm) gross internal area, which is more than sufficient for our secondary section. There is abundant outside space, with plenty of opportunity to convert sections of parking to sports facilities. It is within walking distance of [REDACTED] and the [REDACTED]. In addition, the local roads have been designed to manage flow to the local superstore, so there should not be any



traffic movement issues. The landlord is aware of our interest in converting to an Academy and is supportive.

Guide cost: The quoted price is presently [REDACTED], which would total [REDACTED] over a seven year lease term. As a new building, refurbishment costs would be light at [REDACTED]. We believe there would be a lot of opportunity to reduce both the cost of the lease and the refurbishment costs in negotiation.

Other Premises Options

The following is a selection of other premises options in proximity to Feltham.

1. [REDACTED]

Address: [REDACTED], [REDACTED], Feltham, [REDACTED]

Description: [REDACTED] comprises a development of 17 new warehouse units of which 3 are currently to let totalling around 17,000 sq ft, although this amount could expand or contract depending on lettings. The park is within walking distance of the town centre.

Guide costs: [REDACTED]

2. [REDACTED]

Address: [REDACTED], [REDACTED], [REDACTED]

Description: [REDACTED], [REDACTED], contains 40,000 sq foot of space. It is currently shell and core, offering bespoke refurbishment. It is on a country park of 250 acres, which might offer opportunities for outdoor education and exercise. Building 7 is also available with a further 18,000 sq ft. There is an excellent parking ratio of 1:215sqft and there are regular buses into central Feltham.

Guide costs: [REDACTED]

3. [REDACTED]

Address: [REDACTED], [REDACTED], Feltham



Description: This premises, which is to let, contains 8,000 sq foot of office space. It is well located in the town centre and has parking. It might be suitable as part of a primary section.

4. 5, [REDACTED]

Address: [REDACTED], Feltham, [REDACTED]

Description: [REDACTED] is a 11,000 sqm building in Feltham and benefits from two storey offices to the front of the unit with loading access to the warehouse via side roller shutter doors.

5. [REDACTED]

Address: [REDACTED], [REDACTED], Feltham, [REDACTED]

Description: This property is a very large warehouse of 83,549 sqft. The property is a modern distribution unit and comprises a detached distribution/warehouse facility of portal frame construction with ancillary ground and first floors. This premises option would involve an ambitious refurbishment plan to convert it to an Academy.



ICT & Furniture Cost Savings

Introduction

We intend to make cost savings in the capital expenditure on our Academy. We believe in achieving good value for money for the taxpayer both when the Academy is up and running and in the lead up to it opening. We believe this can be achieved without sacrificing quality for our students. We have consulted experts in infrastructure costs and believe that there is a good opportunity to save around 30% on the amounts quoted in the PfS capital funding assumptions document, which are as follows:

ICT Overview

Our ICT capital expenditure will include:

- # x Student desktops
- # x Office desktops
- # x Teacher laptops
- Printer/photocopier
- Server
- Broadband, wifi, phone system installation

(We entered # above because we are willing to take advice from our DfE lead on this. We would like all students to have access to a laptop, but are willing to set up a sharing system if that is deemed most appropriate).

Our ICT operational expenditure will include:

- Broadband and telecoms rental
- Technicians/labour
- Printer/photocopier supplies and maintenance
- Software purchases and ongoing licensing
- Essential repairs/replacement of hardware outside of capital expenditure
- Firewall/internet security suppliers
- Domain hosting, email and web sites



ICT Savings

We are confident of realising cost savings in at least the following areas:

Hardware: In our experience ex-lease hardware is sufficient for the requirements of both the learning environment and back office. Three year old refurbished workstations should easily provide a further three years of service and at a cost of around [REDACTED] per workstation are a very economical solution. Using modern, refurbished TFT display monitors at [REDACTED] each will provide excellent image quality. Providing spare preconfigured hardware for instant and unskilled replacement will provide resilience and reduce support costs.

Printer/photocopier: Typically ink costs are high as classroom printing involves high coverage. Mechanical breakdown and servicing requires a lot of support. A lease/rental agreement to include consumables, on-site support and repairs with a fixed cost per page printed is likely to be cheaper and alleviate the need for support personnel on site.

Group buying: We will work in partnership with other Schools such as Old Ford Primary School and Culloden Primary School to centralise buying power for group discounts in areas such as software, hardware, printers, office supplies and services such as internet connectivity and telephony.

Broadband connections: Support costs can be reduced by ensuring the supply of broadband includes managed connections with professional support (not a call centre). Often Schools pay a high price for outdated technology with poor quality support. In our experience sufficient internet speeds can be delivered very cheaply. If it's necessary to increase our bandwidth we believe cost-efficient solutions such as bonded ADSL lines plus a load-balanced router can offer excellent provision (For example two ADSL2+ Annex-M connections connected to a Draytek Vigor 2820 load balancing router should give us something in the region of 20 to 40Mbps download overall depending on the quality of the phone lines at a cost of [REDACTED] plus installation and [REDACTED] ongoing broadband costs). Over time connectivity costs generally remains the same or are reduced as performance is continually improved.

Technicians/labour: One member of staff will be designated as first point of contact in respect of ICT issues and as a liaison with either the part-time technician employed by us or our outsourced support. If in consultation with the Department for Education, we choose to not to employ a technician we would retain an external ICT consultant for regular appraisal, supervision, training and assistance in the case of major systems failure.



Furniture Savings

We hope to furnish our Academy economically and sustainably. We are aware of several organisations that specialise in providing used furniture for Schools. This is both economical and has a positive effect on the environment. Two examples of organisations that do this are as follows:

1. [REDACTED]

Green-Works supplies communities nationally with a huge source of quality office furniture - and at low cost prices. Green-Works has already been responsible for diverting over 60,000 tonnes of furniture from landfill and have helped over 5,000 organisations, from charities to business start ups to nursery Schools saving them around [REDACTED] by buying recycled or remade furniture.

2. [REDACTED] The following announcement was recently posted on the [REDACTED] Clearance website:

[REDACTED] has at our disposal on this occasion, large amounts of redundant Academy furniture available. Over the next few months we will be developing our website and services to offer a Academy clearance service, due to a massive demand in good quality used Academy furniture tables chairs and storage units. If you think you may require our specialised services? Give us a call on [REDACTED], Ask for [REDACTED] with details of your requirements.'

It is clear that there are opportunities for savings in this area and we would hope to spend considerably less than the [REDACTED] assigned for furniture purchase to Academy of our size.

Sources of Financing

Although our group does not have financing for the capital costs of the Academy, it is worth noting that we have secured a considerable amount of pro bono support in the search and design of the Academy from chartered surveyors (such as [REDACTED]) to architects (such as award-winning [REDACTED]) and ICT experts (such as [REDACTED] on our board). We anticipate their input and experience will bring great value to our premises plans.



Conclusion

We have left no stone unturned in our search for the best premises for our students and all stakeholders. We believe that our preferred premises option is both viable and very good value for money for the taxpayer. We are looking forward to working with the Department for Education and Partnerships for Schools in designing the best premises plan for our opening in 2012.



Reach Academy: Feltham

8.Financial Viability

June 2011



Additional Assumptions & Scenarios

NOTE: This document is intended to complement the spreadsheet and the detailed list of assumptions within the spreadsheet

Process of Creating the Budget

The first step to financial planning was to create a financial model of the steady-state Academy in 2018/19. This tool was used to inform the decision on what steady state staffing would be financial viable and formed the basis of discussions among the Reach Academy: Feltham board members. An early example of this tool can be found in the Financial Plan in the tab “teacher numbers tool-old”. This demonstrates the levers available for decision making: student numbers, assumptions on non-staff expenditure and, critically, a fully customisable staff list. This financial model was circulated to key advisors for their feedback such as [REDACTED] (see details in ‘Financial Expertise’ section of ‘Capacity & Capability’).

The second step to financial planning was to adapt the DfE Financial plan to suit Reach Academy: Feltham needs, adapting the lines of expenditure to match the educational vision, potential premises and most relevant cost lines. This draft of the budget was circulated to key advisors for their feedback. The advisors included [REDACTED] and [REDACTED] from [REDACTED] network of contacts.

The third step of creating the budget was to assimilate the information gathered to create the full financial plan, including detailed scale-up from the first year of operation, balancing the cost base with the combined YPLA funding and start up grant.

Approach to budgeting

A number of key approaches were taken to financial planning:

1. [REDACTED].
2. [REDACTED].



3. [REDACTED]:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Scenario planning

[REDACTED]:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]

[REDACTED]

[REDACTED]:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]



Value for Money

Introduction

_____:

1. _____
2. _____.

_____.

_____.

Value for Money: Cost savings

Partnership

_____:

- _____
- _____
- _____
- _____

_____.

Payroll: Volunteers

_____:

1. _____
2. _____



3. [REDACTED]

[REDACTED].

Payroll: Principal

[REDACTED], [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

Payroll: Finance & Resources Director

[REDACTED].

Non-payroll: Creative use of space & sharing facilities

[REDACTED].

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED], [REDACTED], [REDACTED], [REDACTED] ([REDACTED]),
[REDACTED]. [REDACTED].
[REDACTED]
[REDACTED]

[REDACTED].

Non-payroll: ICT

[REDACTED].

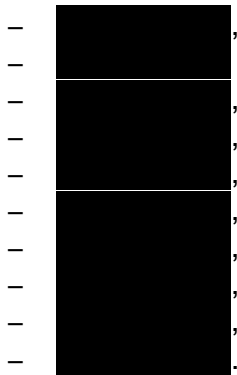


[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED], [REDACTED], [REDACTED]

Value for Money: Income Generation

Introduction

[REDACTED]

[REDACTED]

[REDACTED]



Fundraising & Sponsorship

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

[REDACTED].

[REDACTED].

[REDACTED]:

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

[REDACTED]:

- [REDACTED] [REDACTED] [REDACTED]
- [REDACTED] [REDACTED] [REDACTED]
- [REDACTED] [REDACTED] [REDACTED]

[REDACTED].

[REDACTED].

Breakfast Club

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

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

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

[REDACTED]

[REDACTED].

After School Clubs

[REDACTED].



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

[REDACTED]

Foundations

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

Teacher Training

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

Premises Hire: Introduction

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

Premises Hire: Sports Facility hire

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

[REDACTED]

Premises Hire: Local businesses

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

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

[REDACTED]

Summer, Easter & Winter Schools

[REDACTED].

[REDACTED], [REDACTED], [REDACTED] : [REDACTED], [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].



[REDACTED]

Conclusion

[REDACTED]

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Smith (2004), Making mathematics count

<http://www.mathsinquiry.org.uk/report/MathsInquiryFinalReport.pdf>

Yes Prep Teacher Handbook

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





Appendix 3a

Child poverty in Hounslow

CHILD POVERTY IN HOUNSLOW

Child population

Children and young people comprise a quarter of the total population of Hounslow and the numbers are expected to increase over the next years. Thus by 2015 there will be an estimated 62,124 children aged zero to 19 years living in the borough²³.

Table 1: Hounslow population projections for children aged 0 to 19 for 2010

Area	Number
West Area	17,677
Heston and Cranford	13,441
Central Hounslow	11,602
Isleworth and Brentford	11,516
Chiswick Area	7,017
Hounslow total	59,049

Low income families in Hounslow

²³ DMAG Population Projections 2007. GLA



The greatest proportion of children and young people living in poverty are in the west of the borough which contains wards (Feltham, Hanworth and Bedfont) that are within the 10 per cent most deprived in England. This contrasts with Chiswick, which is the most affluent area in the borough and has the smallest proportion of children and young people. The highest levels of child poverty are shown to be in Hanworth, Isleworth, Brentford, Heston West and Cranford where over half of all children are in low-income families²⁴. Hounslow has a significant number of wards that fall into the 20 per cent most deprived in the country (see Map 1), and five wards rated within the top five per cent of most income deprived areas nationally.

Income related Child Poverty at ward level in Hounslow

Data is based upon National Indicator 116 which defines poverty as: The number of children in families in receipt of either out of work benefits or tax credits where their income is less than 60% of the median income, divided by the number of children in that area.

The table below highlights the extent of poverty at ward level in the borough. The ward with the highest level of poverty is Isleworth where nearly 40% of children live in poverty. The table also shows the proportion of families who are in work claiming a working tax credit but still earning less than 60% of the median. Hounslow South has the highest proportion of those in work and earning less than 60% of the median. (21.6%).

Map 2: Hounslow's wards by percentage of children under 16 in poverty -



²⁴ Child Poverty Toolkit. [REDACTED]. (accessed 16th August 2010)



	% of children in poverty		% of Children in families receiving WTC and CTC, and income <60% median income (% of children in poverty in working families)
Ward	Under 16	All Children	All Children
Bedfont	32.8%	32.4%	8.38 %
Brentford	34.3%	34.0%	7.78 %
Chiswick Homefields	16.2%	16.6%	11.11 %
Chiswick Riverside	14.9%	14.9%	4.41 %
Cranford	32.5%	32.5%	12.50 %
Feltham North	27.3%	26.8%	9.09 %
Feltham West	32.1%	31.6%	5.14 %
Hanworth	38.2%	37.8%	8.82 %
Hanworth Park	26.1%	25.1%	7.20 %
Heston Central	27.5%	27.2%	13.42 %
Heston East	33.6%	32.5%	12.97 %
Heston West	38.6%	37.8%	12.94 %
Hounslow Central	24.2%	23.3%	15.60 %
Hounslow Heath	31.0%	30.6%	17.56 %
Hounslow South	12.5%	12.0%	21.31 %
Hounslow West	23.6%	22.6%	15.38 %
Isleworth	40.5%	39.9%	8.22 %
Osterley and Spring Grove	15.5%	15.0%	16.42 %
Syon	34.8%	35.0%	8.70 %
Turnham Green	13.0%	13.2%	6.52 %
UK Average	21.6%	20.9%	11%

Table.... Percentage of children living in poverty at ward level in Hounslow and percentage of children living in poverty within working families.

Differences between areas are further amplified looking at sub –ward level data. The proportion of children under 16 years living in poverty in each Lower Super Output Area (LSOA) ranges from 3% in Turnham Green to 60% in Isleworth.

The table overleaf shows the proportion of children considered to be in poverty and the proportion that is accounted for by lone parent households. Lone Parents also account for the majority of workless families.

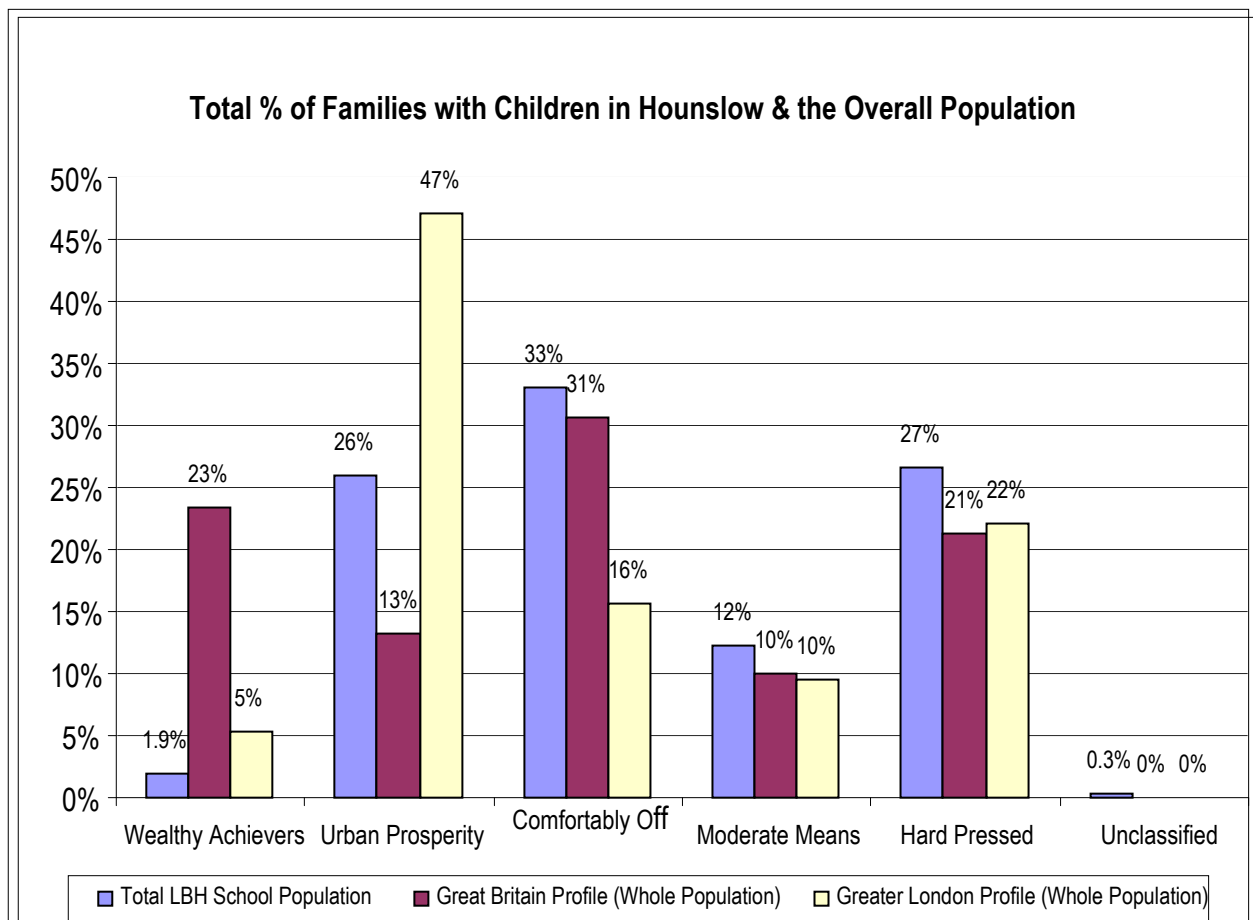
Table.....Proportion of children living in poverty that are from lone parent families

Ward	Children in families in receipt of CTC (<60% median income) or IS/JSA	Proportion of children in poverty that are from lone parent families	Children in IS/JSA families	Proportion of children from families that are not working that are Lone Parents families
	Lone parents	%	Lone parents	%
Bedfont	650	27.37	140	80.42
Brentford	700	22.22	105	85.71
Chiswick Homefields	250	30.56	60	78.57
Chiswick Riverside	270	20.59	50	82.46
Cranford	735	29.33	150	81.93
Feltham North	505	29.37	125	77.68
Feltham West	960	24.11	200	81.13
Hanworth	885	25.63	165	82.99
Hanworth Park	455	27.20	80	83.51
Heston Central	480	35.57	125	76.42
Heston East	595	35.68	170	76.06
Heston West	900	29.41	185	81.50
Hounslow Central	320	41.28	110	71.43
Hounslow Heath	650	36.59	160	78.38
Hounslow South	180	40.00	45	77.50
Hounslow West	355	32.38	85	78.21
Isleworth	780	28.77	205	77.96
Osterley and Spring Grove	190	43.28	85	66.00
Syon	655	28.42	150	79.31
Turnham Green	170	26.09	45	75.68

²⁵ HM Revenue and Customs Child Poverty Statistics 2008



Acorn demographic profiling data using 2010 School Pupil data shows that Hounslow has a disproportionately higher percentage of deprived 'hard pressed' families than other Greater London Authorities. 27% of Hounslow's pupils come from 'hard pressed' families compared to the Greater London average of 22%.



Households below average income thresholds

The table below shows the latest DWP Households Below Average Weekly Income thresholds for 2008/9. It is not clear what housing costs to income ratio is used by the DWP in calculating housing costs, in London this can be up to 47% of income and can be up to 72% for lone parents in London. For this reason a direct comparisons to weekly income thresholds cannot be made, however local income data (Paycheck 2008) enables some analysis of local income deprivation by ward area. See table....



	Median	Relative low income (less than 60% of median)
Before housing costs		
Couple no children	407	244
Single no children	273	164
Couple with children 5 and 14	623	374
Single with children 5 and 14	489	293
After housing costs		
Couple no children	343	206
Single no children	199	119
Couple with children 5 and 14	555	333
Single with children 5 and 14	411	247

The paycheck data series for 2008, show that Heston West and Cranford wards had the highest proportion of households with annual income under £15,000 at 19.4% and 18.6% respectively.

Table.....Annual median salaries by ward and the percentage of households in the ward with an income of less than £15,000 and £20,000 (Paycheck 2008)



Ward	Median income	Salaries under 15K	Salaries under 20K
Bedfont	£28,664	17.8%	29.7%
Brentford	£33,444	13.0%	22.7%
Chiswick Homefields	£45,392	6.2%	11.7%
Chiswick Riverside	£41,924	7.9%	14.5%
Cranford	£27,835	18.6%	31.1%
Feltham North	£30,297	15.6%	26.7%
Feltham West	£33,525	13.0%	22.6%
Hanworth	£28,514	17.7%	29.8%
Hanworth Park	£31,048	15.8%	26.6%
Heston Central	£30,024	15.9%	27.1%
Heston East	£31,953	14.5%	24.9%
Heston West	£27,191	19.4%	32.2%
Hounslow Central	£31,140	15.0%	25.6%
Hounslow Heath	£31,674	14.4%	24.8%
Hounslow South	£35,536	10.8%	19.4%
Hounslow West	£29,335	16.9%	28.5%
Isleworth	£33,855	13.8%	23.4%
Osterley and Spring Grove	£37,923	9.0%	16.6%
Syon	£34,595	12.6%	21.9%
Turnham Green	£41,912	7.4%	13.9%
Hounslow	£29,502	17%	
Outer London	£30,507	16%	

Financial capability

CFEB and Experian have developed a model for establishing vulnerability to the consequences of poor financial decision making. The model profiles the UK Adult population against the likelihood of financial vulnerability.

The profile provides a score from 0 to 11 (0 is the least vulnerable and 11 the most vulnerable). The scores have been mapped for each London Borough. Hounslow's scores at Ward level are detailed in the table overleaf.

The highest scoring wards are Cranford and Heston West at 8. 'These families are profiled as:

Almost 40% of GFA Point 8 are aged below 35; they tend to be young families or homesharers. In addition, around a quarter of the group are aged above 55, although this is below the national average. With over half living in highly



urbanised areas, these types move frequently and renting is common. The majority of this group are in employment (72%) with blue-collar occupations slightly more common. The proportion of students and unemployed is greater than the national picture, with about a quarter of the group comprising part-timers, housewives and retirees.'

The financial situation of the families is profiled as: 'If possible, these people may use loans and credit cards to supplement low incomes and fund their expenses. They can have difficulty in obtaining affordable credit. Due to limited financial knowledge, high-interest options may be selected. Financial affairs tend to be managed on a weekly basis, with the post office playing an important role in paying utility bills and receiving benefits. Very few have significant investments, insurance products are not common and life assurance and personal pensions have below average take-up rates. They are more interested in day-to-day finances rather than setting money aside for a rainy day.'

Ward	Financial Capability Score
Bedfont	6
Brentford	7
Chiswick Homefields	4
Chiswick Riverside	4
Cranford	8
Feltham North	6
Feltham West	7
Hanworth	7
Hanworth Park	5
Heston Central	7
Heston East	6
Heston West	8
Hounslow Central	7
Hounslow Heath	7
Hounslow South	4
Hounslow West	7
Isleworth	6
Osterley and Spring Grove	4
Syon	7
Turnham Green	5



Income deprivation affecting children index deprivation analysis

The Income Deprivation Affecting Children Index, is a specific subset of the income Deprivation Domain relating to child poverty factors.

It measures the proportion of children under the age of 16 in an area living in low income households.

These are defined as:

- Children in Income Support households (2001, Source: DWP).
- Children in Income Based job Seekers Allowance households (2001, Source: DWP).
- Children in Working Families Tax Credit households whose equivalised income (excluding housing benefits) is below 60% of median before housing costs (2001, Source: Inland Revenue and DWP).
- Children in Disabled Person's Tax Credit households whose equivalised income (excluding housing benefits) is below 60% of median before housing costs (2001, Source: Inland Revenue and DWP).
- National Asylum Support Service (NASS) supported asylum seekers in England in receipt of subsistence only and accommodation support (2002, Source: Home Office and NASS).

The Wards of Bedfont, Cranford, Feltham, Hanworth and Isleworth has a total of 7 Lower Super Output that are rated within the top 5% most deprived using national rankings. (two of these are within Isleworth) Hounslow has 19 LSOA's overall that fall within the top 10%. Isleworth, Hanworth and Brentford each has 3 Lower Super Output areas (LSOA's) that are within the top 10% nationally. These levels of deprivation contrast sharply with the Multiple Indices of Deprivation.

Analysis of the multiple indices of deprivation, which relate to income, employment, housing, education, crime, health and the living environment highlights 4 LSOA's in Hounslow that are within the top 10% nationally and none within the top 5%. Further analysis of the sub-domains shows that Hounslow



deprivation rankings are highest in the areas of: material well-being, children in need, housing and crime.

The map overleaf shows Hounslow's level of deprivation linked to the IDACI index



Appendix 4.5a

Attendance Policy (draft)

June 2011

Reach Academy: Feltham will be is a successful Academy and your child plays their part in making it so. We aim for an environment which enables and encourages all members of the community to reach for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at Academy, on time, every day the Academy is open unless the reason for the absence is unavoidable.

Regular attendance is vital

All children of Academy age have the right to an efficient full-time education, regardless of age, aptitude, ability or any special need s/he may have. Regular Academy attendance is essential if a child is to make the most of the educational opportunity available to them. Reach Academy: Feltham takes the responsibility to monitor and promote the regular attendance of all its students very seriously. It acknowledges that irregular attendance can disrupt continuity of learning, undermines educational progress, can lead to underachievement/low attainment and impedes the child's ability to develop friendship groups within Academy.

We feel the whole Academy community should take responsibility for attendance. Therefore this policy seeks to ensure that all parties involved in the practicalities of Academy attendance are aware and informed.

Aims of this policy

Attendance	To raise the importance of good attendance
Monitoring	To ensure that attendance is monitored effectively and reasons for absences are recorded promptly and consistently
Punctuality	To raise the importance of punctuality and ensure effective monitoring.
Celebration	Promote opportunities to celebrate and reward children for attendance and punctuality achievements



Promoting regular attendance

It is important that all stakeholders see attendance as their responsibility. Helping to create a pattern of regular attendance is everybody's responsibility

There are many actions we will take to help us focus on promoting regular attendance.

Actions to promote regular attendance

Celebrate and display	Celebrate 100% daily, weekly, half-termly, termly and yearly by displaying names of deserving students around the Academy, on the Virtual Learning Environment (VLE) and in the half-termly newsletter.
Report	Weekly attendance report for all students (including payslip for students in Key Stage 2 to 4).
Reward	Reward good attendance through individual rewards such as certificates and payslip points, and group reward such as form group trips.
Communicate	Encourage open, honest and regular communication between the Academy, parents and students around all issues concerning attendance and punctuality.



Attendance guidance

Key terms and guidance

Reason for absence	<p>Parents must contact the Academy in the event of absence. Ideally parents should contact the Academy at least 24 hours in advance of absence and should endeavour to book all medical and dental appointments outside of normal Academy hours where possible.</p> <p>In circumstances where prior notice is not viable, parents must telephone the Academy before 8.30am on the first and all subsequent mornings of absence, unless the absence period is clearly defined and communicable at the start of the period of absence.</p>
Authorised absences	<p>Acceptable reasons for absence include sickness, medical appointments where all endeavour has been made to schedule the appointment outside of Academy hours, recognised religious holidays (one day per academic year only).</p> <p>Where medical appointments have to occur during Academy hours, students are expected to attend Academy before and after the appointments.</p> <p>Absence will only be authorised by a notification in person, in writing or over the telephone by the parent or carer of the student concerned.</p> <p>At Key Stage 5 the students will be able to notify the Academy of their own absence.</p> <p>Any continual period of 5 days or more for medical reasons will require a doctor's certificate.</p>
Unauthorised absences	<p>Unacceptable reasons for absence include shopping, going to an appointment that is not a medical or dentist appointment, visiting relatives, buying part of a Academy uniform, going for a haircut and parent/carer being unwell. Taking a holiday during Academy time is also unacceptable.</p> <p>All instances of unauthorised absence of period of 2 days or more will be immediately and automatically referred to the Education Welfare Officer and may result in a Fixed Penalty Notice being issued.</p>



Holidays The Academy supports the view that every lesson counts and strongly discourages parents from taking holidays during term time.

All holiday requests must be made in writing to the Principal prior to the holiday being taken, with at least two weeks being allowed for such requests. Failure to submit a written holiday request will lead to the absence being unauthorised. Authorisation for absence for such trips can be granted at the Principal's discretion, depending on individual circumstances; however such absences will almost always be refused as the Academy believes that attendance at Academy is of paramount importance. Any holiday not authorised by the Principal will be classed as an unauthorised absence.

Periods of absence If a child continues to be absent for a period after the date is has been discussed that they shall return to Academy then details will be passed onto the Education Welfare Officer for referral.

Whenever the Academy is unable to contact the parent, the attendance officer will write to the parent to obtain a reason for absence. Any absence considered not to be a justified reason will remain unauthorised. All instance of unauthorised absences of 2 consecutive days or more, or more 2 unauthorised non-consecutive days absence in any one half term will be referred to the EWO and all unauthorised absences will result in a meeting between the parent and the Academy.

Persistent absenteeism At Reach Academy: Feltham a student becomes a 'persistent absentee' when they miss 10% or more of learning time across the Academy year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' full support and co-operation to tackle this. We monitor all absence thoroughly. Any case that is seen to have reached the 10% mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately. More details of the trigger points can be obtained from the Academy on request. All persistently absent students will be subject to an action plan, whatever the reason for their absence, and parents and students will be offered the appropriate support both internal and external to the Academy. All cases are also automatically made known to the Education Welfare Officer.



Absence procedures

Every half-day absence from Academy has to be classified by the Academy (not by the parents), as either authorised or unauthorised. This is why information about the cause of any absence is always required, preferably in writing.

If your child is absent you must:

- Contact us by 8.30am on the first day of absence and each subsequent day unless the period of absence is definable at the beginning, in which case you must inform the Academy of the date of your child's return;
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us. You must also provide a doctor's note if appropriate (see guidance above);
-
- Or, you can call into Academy and report to reception, who will arrange for a member of staff to speak with you.

If your child is absent we will:

- Telephone or text you on the first day of absence shortly after 8.30am if we have not heard from you;
- Request that you attend a meeting if authorised absence reaches any of our trigger points or if there is any incidence of unauthorised absence.
- Refer the matter to the Education Welfare Officer if the absence is unauthorised or reaches a trigger point.
- We will keep a log of any students leaving the Academy building during the day and will only allow children to leave unaccompanied if we have received a prior request from parents.

Contact information

There are times when we will need to contact you about attendance (and other matters). It is imperative that we have up to date contact details for you at all times. There will be regular checks on telephone numbers throughout the year.



Punctuality

Poor punctuality is not acceptable. If your child misses the start of the day at Reach Academy: Feltham they are missing a core part of their learning experience and are not benefitting from the support network provided by their form group and form tutor. This will make it increasingly likely that they may feel unsettled and therefore may fail to attend Academy regularly.

Key guidance on punctuality

What is late? You child will be considered late if they arrive in the Academy building after 8.00am (secondary) and 8.30am (primary).

Sanctions and rewards Punctuality will be praised and rewarded on a daily and longer term basis, in line with the Academy Reward Policy.
At Primary, teacher discretion will be used to decide whether a parental meeting or the student missing their break time is a more appropriate sanction for lateness.
At Secondary, students will automatically receive an afterschool detention for all punctuality infringements, however minor.

Monitoring There will be staff on the Academy gates each morning to praise punctuality and to discuss lateness with students and parents. The Academy Co-ordinator will collate all punctuality information and ensure that form tutors, Heads of Year and the Principal receive a weekly punctuality update, along with the attendance update.
Parents will receive a weekly report on their child's attendance and punctuality.

Persistent lateness All instances of persistent lateness will result in a trigger and may result in the involvement of the Education Welfare Officer.



Targets and triggers

All of the targets and triggers below apply to all key stages including foundation stage and apply to both attendance and punctuality. It is important to note that at early stages of the year when each absence has a disproportionate effect on attendance percentages, targets and triggers will be adapted as appropriate.

Target/trigger		Potential action	Level of support
Target	100%	Reward and celebration	Universal support
Minimum target	96%	Reward and celebration	Universal support
Trigger 1	95%	Parental meeting Inform EWO Internal support	Targeted support
Trigger 2	90%	As above EWO action Parenting contract	Intensive support
Below 90% or persistent non-improvement		As above External agency support Parenting contract Fixed penalty notice Prosecution	Intensive support

Universal support = support that the Academy feels all families will benefit from

Targeted support = support that the Academy feels only some families will need and will usually only involve the Academy and up to one external agency

Intensive support = support that the Academy feels only a small number of families will need and it will almost always involve external agencies.

Monitoring attendance

Throughout the Academy year we monitor absences and punctuality. Each Friday we assess attendance and punctuality for the week just gone and applying the trigger criteria, act accordingly.

The people responsible for matters relating to attendance in the Academy are:

Principal

Assistant Principals / Phase Leaders (FS,1-2,3-5,6-8,9-11,12-13)

Primary Academy Co-ordinator

Secondary Academy Co-ordinator

The Academy has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend.



All Academy staff are committed to working with parents and students as the best way to ensure as high a level of attendance as possible.

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.



Appendix 4.5b

The role of the Academy Co-ordinator in securing good attendance

The Academy Co-ordinator is responsible for checking that the registers are completed each morning and afternoon. It is also the responsibility of the Academy Co-ordinator to ensure that where another code is appropriate to denote an absence, that this is altered and recorded in the electronic registration system. At 8.30 or 9.00 and at 4.30 or 4.15 if registers are incomplete or inaccurate the Academy Co-ordinator is to send an email to the Principal, copying in the form teacher and the Assistant Principal. It is the form teacher's responsibility to ensure that the registers are completed each morning and afternoon – the Academy Co-ordinator's role is to check not complete. The accuracy of the register is of paramount importance both to provide a solid foundation for analysis of absence and to support any statutory interventions that may be required. Reach: Academy Feltham acknowledges that it is an offence not to maintain accurate registers. Principals may be called to Court as witnesses and explain their registration processes and in particular the marking of a register in question. *The Student Registration Regulations, Keeping Student Registers (Guidance on applying the Regulations) and Guidance on the use of the Attendance and Absence Codes* will all be read and followed by Reach Academy: Feltham (*Ensuring Children's Right to Education, DfE*).

It is also the role of the Academy Co-ordinator to ensure that paper registers are printed and kept to hand for circumstances such as the failure of ICT systems or a fire alarm or drill. In these instances it is the role of the Academy Co-ordinator to hand the paper registers to the form tutors, collect them in after the agreed time period taken to complete them and enter the data onto the electronic system at an appropriate time, as close to the closing of the registers as possible.

Where a child is absent the form tutor will collect in a note to authorise the absence and hand that note to the Academy Co-ordinator who will mark the absence with an appropriate code in the register and file the note.

Unauthorised absences will be followed up immediately. Each week the Academy Co-ordinator will print out a summary of attendance for each form group and give it to the form tutor. As a part of Friday's homework, and the regular conversations about attendance, the form tutor is expected to act on the information from the Academy Co-ordinator and request a note from home to authorise the absence. Schools are legally required to take an attendance register twice a day: at the start of the morning session and once during the afternoon session. The register must show whether any absence is authorised or unauthorised. Authorised absence is where the Principal has either given approval in advance for a student of compulsory Academy age to be absent, or has accepted an explanation offered afterwards as satisfactory justification for absence. All other absences, including persistent lateness, must be treated as unauthorised. Absence can only be authorised by a



person designated to do so by the proprietor [see The Education (Student Registration) (England) Regulations 2006 (SI No. 2006/1751) – reg 7(1)].

These attendance updates are the responsibility of the Academy Co-ordinator to produce. Each week updates on absence will be produced for the form tutors and the Principal to investigate. In addition 100% attendees each week, month, half term, term and year shall be displayed prominently in each form room and on the communal attendance notice-board. Attendance is also a major feature of payslip which shall be explained fully in the behaviour section below.

It is also the role of the Academy Co-ordinator to ensure that late students are registered, monitored and placed in detention. Each morning students will be considered late if they are not in the Academy building by 8.00am (secondary) and 8.30am (primary). A member of staff will be on the door each morning (usually the Academy Co-ordinator). This staff member will record the child's name and send them to their form room where they will participate in normal morning routines. At 8.20 (secondary) and 8.50 (primary) the member of staff will cease to be on 'late duty' and late children will instead sign in at the front reception and then go to the small Academy reception before being taken to their class. All recording of late students should be handed to the Academy Co-ordinator at 8.20 or 8.50 to be input into the system, or taken to the Academy Co-ordinator at midday and at 4pm. The reason for high staff presence to monitor and record late students is that it will enable members of staff to have meaningful one to one conversations with students about the importance of being on time and the factors that are preventing them from being on time at the moment.

Just as with attendance, form tutors shall be given a weekly update on punctuality for their form and students with 100% punctuality will be displayed prominently around the Academy.

If absence is unplanned, for example due to sickness then parents are expected to call the Academy by 8.30 am. At 8.30am it is the role of the Academy Co-ordinator to phone the parents of all absent students and ascertain the reason for their absence. It is also the role of the Academy Co-ordinator during that phone call to stress the importance of regular attendance and punctuality. If a child is due to be off Academy for an extended period of time then it is the responsibility of the Academy Co-ordinator to inform the staff who teach that child and to collate work packs to be sent home to them.

If the Academy were to be closed during the day for whatever reason, for example due to dangerous weather conditions, then it is the role of the Academy Co-ordinator to send a group text to all parents to inform them and to update the Academy website. In a situation such as closure due to extenuating circumstances it would be advisable for the both Academy Co-ordinators to liaise and send one message rather than two. During their regular meetings the Academy Co-ordinators will discuss issues with attendance and punctuality in order to ensure that provision for siblings is co-ordinated.



The Academy Co-ordinator is also responsible for liaising with the Education Welfare Officer (EWO), in conjunction with the Phase Leader (Assistant Principal). The Academy Co-ordinator may refer students to the EWO and will be the contact person for the EWO in the Academy. Where the child is under a protection order or has a statement then the SENCo should be the contact person and the co-ordinator of provision.

The Academy Co-ordinator, in conjunction with the Finance and Resources Director is also responsible for ensuring that all staff absence is recorded and monitored in an appropriate manner. Staff should phone the Academy before 7.30am and should speak to either the Academy Co-ordinator or the Principal. On return to work the Academy Co-ordinator must send a return to work form to the member of staff and ensure that it is completed and filed. For extended periods of absence the Principal will deal with the member of staff directly.



Appendix 4.5c

Behaviour Policy (including Bullying and Exclusion) (draft)

June 2011

Introduction to Behaviour Policy

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary.

Creation of an environment with good behaviour

Structures encouraging behaviour and discipline	Reach Academy: Feltham has clear rewards and consequences in place. In addition Reach Academy: Feltham trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms.
Promotion of self-esteem	Reach Academy: Feltham encourages students to value, honour and respect themselves and others.
Provision of a safe environment	Reach Academy: Feltham will ensure that there are always sufficient numbers of staff to ensure that students are physically safe and free from harm. In addition, the Academy will ensure that all students are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
Promotion of early intervention	Reach Academy: Feltham will try wherever possible to be proactive rather than reactive in all situations.
Building relationships with parents	Reach Academy: Feltham will seek to build meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing all behaviour policies.
Encouraging responsibility	The Academy will actively teach and encourage students to take responsibility for their actions.
Ensuring teaching points are made	The Academy will ensure that all behaviour incidents are teaching points that are learned from by all.



Roles and responsibilities

Within the Academy there are a number of roles and responsibilities relating to the establishment and implementation of the behaviour policy.

Behaviour – roles and responsibilities

Governing Body The Governing Body will establish in consultation with the Principal, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.

Principal The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

Parents Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Students Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

In addition, the Governing Body, Principal and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Procedures

The Principal in consultation with staff will develop the procedures from this policy.



The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the Academy equally. Each member of the Academy community has a responsibility towards the whole community in which we live.

Rewards and sanctions

An Academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Rewards		Consequences/Sanctions
Instant	Clicks, claps, merits, praise, stickers	Demerits, verbal correction
Daily	Shout outs, marked work, phone call home	Detention, homework catch-up, Prep 1 or 2, exclusion, phone call home, removal from class
Weekly	Enrichment, star student award, attendance prize, phone call home	Enrichment detention, Prep 1 or 2, exclusion, phone call home
Half-termly	REACH prize, trips, academic attainment and progress prize, attendance prize, wristbands	
Termly	All of the above, REACH auction	
Yearly	All of the above	



Implementation of rewards and sanctions

The rewards outlined above will be applied consistently and fairly. The nature of the reward (i.e. the behaviours required to attain it) will always be made clear, especially for significant rewards such as trips. The academy reserves the right to provide additional rewards to those signposted to students in advance. Such “surprise” rewards are helpful to maintaining a culture of success.

There should be clarity over the appropriate sanction or consequence for misbehaviour, as there would be for rewards. This allows staff to apply sanctions consistently and for students to experience consistent boundaries. The following lists sanctions, outlining when they are used and what they constitute.

Thinking spot

From Reception to Year 2 when students do not comply with teacher instructions or behave in an unacceptable manner they will be placed on a thinking spot for 5 minutes. During this time they must be silent and distract others. If they leave the spot the time restarts. At the end of 5 minutes, the student must apologise to the teacher with eye contact.

Demerits

In Years 3 and above students break the Code of Conduct they will receive a demerit. Demerits are issued for prohibited behaviours. They are recorded on paper and then electronically along with the reason for the demerit. These can be viewed by parents and staff. For every three demerits a student receives in a week, they will serve a detention after Academy on a date determined by the Academy, usually on the same day. This will usually be the same day that the 3rd demerit is awarded. If a student receives nine or more demerits in a week, they will be required to serve PREP (see below).

Demerits are awarded for the following behaviours:

- Arriving late to a lesson;
- Talking disruptively, running or shouting in the corridor;
- Disrupting the lesson and preventing teaching;
- Arriving to class unprepared;
- Uniform not worn correctly; and
- Failing to submit a required signature.

Detentions

Detentions are awarded for every 3 demerits earned in a week.

Some more serious behaviours warrant immediate awarding of a detention.



- Possession of iPods, MP3 players, cameras, handheld video consoles or mobile phones. Students are strongly encouraged to not bring in distracting electronic property to Academy. If they choose to do so, they must place these in their locker before 8am. All items should be switched off. They are not allowed to turn on or use these items during the Academy day. If seen these items will be confiscated and returned to parents at the end of the week. In the case of a second offence in an academic year, they may be confiscated indefinitely irrespective of any costs or fees students and/or their families may incur as a result;
- Uniform not present. Uniform will be checked at the start of the day and lesson. Students out of uniform will not be allowed to join the Academy community. Parents will be contacted and asked to bring the missing item to the Academy, or authorise their child to return home to collect it. If students are without their item by 8.30am they will be lent a piece of uniform by the Academy for the day and awarded a detention. If this is not possible, or it is a repeat offence, they will enter onto PREP 1 directly;
- DEAR book lost/misplaced. DEAR (Drop Everything and Read) books are critical, and a student's failure to have this with them in lessons or DEAR time will result in a detention; and
- Late to Academy. If students are late to Academy (not inside the Academy gate at 8.00am) they will automatically receive an afterschool detention or miss their free time at lunch.

When a student earns a detention their parent is informed before 13.00 on the day by text message. Parents do not need to give their permission for each detention as they will have signed the Whatever it Takes Commitment during the home visit, when all of the logistics around detentions will have been covered. Students will complete a detention reflection sheet in detention as seen at all charter Schools visited. The reflection sheets aims to occupy students during detention by asking them to think about and engage with the reason they are there in the first place.

Friday payslip detention occurs if a student have not earned Friday enrichment (see [4.3 Organisation of pupils](#)) for an example of a payslip). Friday is longer than a normal 30 minute detention and therefore enables students to complete the reflection sheet and also to have a one-to-one conversation with an adult about how they are going to improve aspects of their conduct the following week.

Exclusions

Exclusion occurs when a student's behaviour results in their removal from lesson for a designated length of time. Exclusions may be fixed term or, in exceptional circumstances, permanent.



The Academy follows the DCSF Guidance on Exclusions (updated April 2008) A full copy of this guidance is available on the Teachernet website or from the Academy office.

The Academy will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.

There will be a re-integration meeting with the student and their parents after every fixed term exclusion.

In rare cases, the Academy may have to consider permanent exclusion. Sometimes this will be for a 'one-off' incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:

- agreeing an individual behaviour plan with parents;
- assessment of social, emotional and learning needs;
- alternative curriculum options (e.g. part-time college provision);
- allocation of a learning/careers mentor;
- attendance at a Student Referral Unit (PRU); and
- managed move to another Academy.

Exclusion Procedures

The procedures that will be followed in these situations are as follows (these are set out in greater detail in the *DCSF Guidance*):

Fixed term exclusion (up to 45 days per academic year):

- a) The Principal makes the decision.
- b) Students are excluded by the Principal for serious breaches of the Code of Conduct.
- c) Telephone contact is made with the parents immediately.
- d) A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing Body.
- e) Teaching staff must provide work for the student.
- f) The Academy must comply with required levels of student supervision.
- g) The parents and student must attend a formal re-integration meeting.
- h) The Academy will follow at all times the guidance issued by the Secretary of State.
- i) The Local Authority is informed from Day 6 of any exclusion.

Permanent exclusion:

- a) The Principal makes the decision.
- b) A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body.



- c) Teaching staff must provide work for the excluded student until any appeals have been heard and a final decision is reached.
- d) A Governing Body hearing will be convened to deliberate upon the exclusion.
- e) The parents / carers will have ultimate recourse to an independent appeal panel hearing.

Fixed-Term Exclusion

Fixed-term exclusion involves the student being kept at home. Excluded students will receive a work pack to complete. The offences listed below will normally lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Physical violence towards another student;
- Derogatory and/or discriminatory verbal violence towards another student;
- Verbal violence or abuse towards a member of staff;
- Disruptive behaviour whilst on PREP 2;
- Racial/sexual/homophobic harassment;
- Bullying;
- Theft;
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography); and
- Graffiti or property damage.

If a student commits an offence that calls for fixed-term exclusion, s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or Academy;
- The incident is investigated thoroughly, with written statements taken
- The student is entitled to respond to the charges against him or her;
- The Principal or their designee addresses the conduct and assigns an appropriate consequence;
- The parent/guardian is notified by the Principal or their designee; the student leaves site
- A parent or guardian will be required to meet with the Principal or their designee regarding the offense prior to a student's return to Academy;
- The parent needs to follow all guidelines surrounding a student who has been excluded and where they should be during Academy hours; and
- The Principal or their designee will ensure that the excluded students receive a letter detailing the exclusion and a work pack by the first day of the exclusion.

Permanent exclusion

These offences will normally lead to a permanent exclusion:

- Carrying an offensive weapon;
- Physical violence towards a member of staff;



- Arson;
- Extortion;
- Drug-related activity linked to the supply of drugs;
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion; and
- Persistent refusal to follow the Academy rules and expectations including persistent failure to adhere to the expectations of PREP.

Bullying

The School Standards and Framework Act 1998 requires maintained Schools to have an anti-bullying policy.

The aims of our anti-bullying policy:

- To assist in creating an ethos in which attending Reach Academy: Feltham is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at Reach Academy: Feltham
- To enable everyone to feel safe while at Reach Academy: Feltham and encourage students to report incidents of bullying.
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the Academy community.
- To ensure all members of our community feel responsible for helping to reduce bullying

The objectives of our anti-bullying policy

- Our whole community can evidence ownership of the Academy anti-bullying policy
- To maintain and develop effective listening systems for children and staff within Reach Academy: Feltham
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider Academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents



- To communicate with parents and the wider Academy community effectively on the subject of bullying
- To acknowledge the key role of every staff member in dealing with incidents of bullying
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations
- To promote emotional health and wellbeing across the whole Academy/setting and for all members of our community to role-model this in all situations.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at the Academy.



The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

Implementation

- The following steps may be taken when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the principal or his/her named representative.
- The principal or named representative will interview all concerned and will record the incident
- The form tutor/advisor will be kept informed and if it persists he/she will advise the appropriate subject teachers
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of Academy premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Anti-Bullying Education in the Curriculum

The Academy will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, Academy assemblies, the Academy council, use



of tutorial/form time and in the national curriculum programmes of study as appropriate.

The Phase Leader (Assistant Principal) is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship curriculum.

Subject Leads are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the Academy. Within the curriculum the Academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.



Appendix 4.5d

Student code of conduct (draft)

June 2011

In lessons

I will do **whatever it takes** to make sure that I and my teammates learn by:

1. Arriving at Academy by 8am and getting to all my lessons on time;
2. Bringing the equipment I need and preparing my desk for learning;
3. Wearing the correct uniform smartly throughout the day;
4. Entering the classroom calmly and avoiding all distractions in lessons;
5. Only drinking water from my Academy water bottle and not otherwise eating, chewing or drinking in class;
6. Being an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by SLANTing at all times;
7. Showing respect for my own learning and that of others and being silent when requested;
8. Always recording homework in my planner and completing my homework on time and to an excellent standard;
9. Making sure that I catch up with my learning if I have been absent from Academy or have fallen behind for other reasons; and
10. Helping a teammate if they are finding the learning difficult.

In the Academy and the local community

I will do **whatever it takes** help create a safe Academy and local community which respects the rights of others by:

11. Listening to members of staff and following instructions politely and calmly;



12. Walking in single file, not running or shouting, and maintaining quiet in the corridors;
13. Going straight to my lessons and holding doors open for others when the corridors are busy;
14. Not congregating in groups of more than 6 unless playing a permitted game in outside areas;
15. Not never damaging Academy property, defacing the building, dropping litter or spitting;
16. Never insulting, undermining or swearing at anyone;
17. Remembering I am always an ambassador for the Academy. Leaving Academy and making my way home in an orderly, responsible way; and
18. When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely.

I understand that there will be consequences if I do not observe the Code of Conduct.



Appendix 4.5e

Staff code of conduct (draft)

June 2011

Teaching in any Academy is a challenge. Absolute commitment is required of teachers, and they are expected to bring a positive and dedicated attitude to all aspects of their work and their relationships at the Academy, adhering to Academy routines and procedures at all times. In return the Academy will aim to support and reward them fully, and will take their opinions and concerns seriously.

All teachers should:

Dress code Abide by a professional dress code

Presence Be consistently present and on time

Planning Plan and prepare lessons well

Assessment Ensure assessment including marking of books is in line with Academy policy

Registration Ensure that the class register is taken when required

Behaviour Ensure that students behave in an orderly manner and that the atmosphere in the class is conducive to learning

Code of conduct Abide by all aspects of this code of conduct

All staff are obliged to uphold:

Dress code The uniform requirements for the Academy are formal and strict, so it is logical for students to expect their teachers to dress in a similarly professional way. The Academy expects both teaching and non-teaching staff to look smart, clean and tidy, with 'office wear' as a basic guideline for appropriate clothing. Staff dress codes should reflect our position as role models and educators, working in a culturally diverse community. They should feel they are smartly dressed enough to welcome important visitors to the Academy. Teachers are expected to wear appropriate clothes when teaching PE. Tattoos and piercings should be kept hidden when at the Academy.

Time-keeping Effective time-management is critical to the Academy day. It is imperative the each member of staff arrives on time for all events, particularly staff briefings, registration, break or lunch



duties and assemblies, and any appointments with students or parents.

No smoking There must be no smoking in any part of the Academy.

Mobile Phones School phones may only be used for personal reasons in exceptional circumstances. Mobile phones should be used discreetly, bearing in mind that they are banned for students. During lessons or any other duties mobile phones must be switched off. This includes Academy provided phones, including for the checking of email, which should not happen in front of students. Whenever members of staff answer the Academy mobile telephones they must do so using a professional greeting of, "Good _____, Reach Academy: Feltham, Ms/Mr X speaking."

Professional greeting

Voicemail Staff must never answer the phone to a parent, student or external agency at a time when it would be difficult to hold a professional conversation or would be unsafe, for example when on public transport or when driving. Staff should let the call go to voicemail and should call back at an appropriate time. Staff should have a voicemail message which says, "This is Ms/Mr X's phone. Please leave a message and I will return your call as soon as possible."

Text messages Staff should never text parents. All text messages will be sent via the main Academy number. If staff receive inappropriate phone calls or text messages from students or parents they are not to respond and should inform the Principal immediately. The Principal will have a meeting with the parent and/or student.

On-call Staff with Academy mobile phone on-call responsibilities should ensure that the phone is on and answered during the hours of 4.30pm and 8.30pm Monday to Friday during term time and 10am and 2pm Saturday. Staff should never answer the telephone outside of designated available times.

Communication Communication is vital to life at Reach Academy: Feltham. For staff to share a consistent approach to students and to work effectively, they be kept informed of all key information in a timely manner. Communication should be efficient and continuous. Where possible urgent and time-sensitive messages should be conveyed face to face, as staff will often be teaching and therefore unable to check their email.

E-mails E-mails are a useful but relatively insecure form of communication, and are easily forwarded. You should assume that anyone mentioned in an e-mail can see and hear what is said about them or anyone else. You should also be aware that your e-mails could be subject to audit by the Academy and could be used as evidence in court.

Login details



Sending and receiving It is prohibited to let any other member of the Academy, especially a student, use your login details to access the internet or e-mail facilities.

All members of staff will be asked to note:

- Sending unsolicited mail (spam) from your Academy e-mail address is prohibited;
- Do not open attachments from unknown sources;
- Ensure that your virus software is up to date; and
- Do not send personal e-mails during Academy hours.

Good practice Access to the internet is provided for Academy purposes and must not be abused for personal use. Commercial use, which is not connected to or approved by the Academy, is strictly prohibited. Users are expected to act ethically and responsibly in their use of the internet and to comply with relevant national legislation. Any use of the internet which is illegal or brings the Academy into disrepute will be viewed as a serious breach of conduct.

The use of the Academy internet connection to download or distribute copyright material using peer-to-peer applications is strictly prohibited.

Members of staff will be requested to note:

- All devices connected to the internet must be equipped with up to date anti-virus software, which has been approved by the Academy.
 - All data sent or received over the internet should be virus-checked before use.
- Signatures*
- Always log off before you leave your workstation.
 - All security incidents involving internet access or e-mail must be reported to the IT Network Manager immediately.

It is important to keep the children at the heart of the Academy and as such teaching staff should never choose to communicate via email when they should be teaching students. In an Academy environment, outsiders expect emails to be answered promptly – however this does not mean immediately if it impacts life in the Academy. As a rule, email communication from parents should always be answered within 24 hours. Email is an effective tool to distribute information. If information is regarding a child, the child's initials only should be used in the email. Emails should always have a relevant subject – and not be a forward of an unrelated message. When documents are edited they should always be renamed so as to avoid issues of version control.

All email signatures should be in the following format:

John Smith

Position at Academy

Reach Academy: Feltham



Telephone (Academy reception): 0xxx xxx xxx

Telephone (Mobile): 0xxxx xxx xxx

[Academy website link](#)

[Academy mission statement](#)

Telephones Staff have a responsibility for presenting a professional telephonic appearance. All voicemail greetings should be personalised, on both Academy landlines and mobile phones. Staff should check messages at least every 24 hours. Staff answering the phone in the Academy should identify themselves as such: "Good morning/afternoon, Reach Academy: Feltham, Mr Smith speaking".

Letters Letters to the whole year group should go home with students – each of these should have a reply slip, either regarding the contents of the letter or acknowledging receipt. Individual, pressing letters to individual parents will be sent first class. These must always go through the Academy administration staff. Letters should be emailed to administration staff for proof-reading and printing on letter-headed paper. All staff will be required to provide an electronic signature at the start of the year which will be uploaded to the letter. There will be standard letters stored on the shared drive.

Absence and cover Staff should try and keep their absences to a minimum. However, in some circumstances, teachers will be absent. At Reach Academy: Feltham all staff will undertake cover. The Principal and other Senior staff members will always be asked to do cover first. Where they are unavailable, other staff may be asked to do cover. Each teacher's timetable will reflect when their free periods should be considered protected, versus available for cover. A cover allowance is built into the loading of staff. We will adopt this model of cover rather than the use of supply staff or cover supervisors not only because it protects Academy resources, but more importantly because it protects Academy culture. Each member of staff should have a cover scheme of work of stand-alone lessons which they can deploy. They may need to use this in situations where they are covering a lesson whose content they are unfamiliar with or where it would be inappropriate to continue with the current subject matter without the class teacher. This will send a statement of intent to students about the importance of their learning time.

Consultative procedures Just as we hope that students see Reach Academy: Feltham as a team and a family, we want the same for the staff. We are a small Academy and we must leverage the lack of bureaucracy that this provides. An Academy is only as good as its staff, and we want all staff to feel valued as critical members of our



community. As such, staff will be consulted with about many aspects of the Academy and their roles, including:

- Changes to working conditions
- Curriculum and leadership structures as the Academy grows
- The Academy's procedures around behaviour and teaching and learning

Structures for consultation will include:

- Daily subject teacher meetings
- Weekly phase group meetings
- Fortnightly line management meetings
- Half-termly whole Academy staff meetings

In addition the Principal will operate an open-door policy enabling and encouraging all members of staff to consult with them on all reasonable matters.

Staff meetings Every second counts at Reach Academy: Feltham. Meetings should be purposeful and efficient. Every meeting should have an agenda. Where meetings are regular and scheduled in the calendar at the start of the year, agendas and pre-reading materials should be circulated at least 24 hours beforehand. Where meetings are less formal, one-off, or involving outside agency where prior communication has not been possible then an agenda should be drawn up at the start of the meeting. There should always be a designated minute-taking and minutes plus action points should always be noted (with due dates) and circulated after the meeting, preferably on the same day.

Staff surveys Staff will be surveyed every term. This will inform the Principal (and Governing Body) of any concerns or issues that staff have. Responses will be collected anonymously, electronically and be fed back to key stakeholders.



Appendix 4.5f

Student Whatever it Takes Commitment (draft)

June 2011

I will do WHATEVER IT TAKES to learn.

- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my Reach teammates and me to learn;
- I will arrive at Reach Academy: Feltham by 8.00am every day;
- I will raise my hand and ask questions in class if I do not understand something;
- I will complete all my homework every night and I will contact my teachers if I have a problem with the homework;
- I will remain after Academy for homework catch-up on any day that my homework is not on time, accurate, neat and complete;
- I will eat the food that Reach Academy: Feltham provides because I know that it will give me the nutrition I need for learning and growing; and
- I will discuss any problems I am having at Academy with my parents and teachers.

I will do WHATEVER IT TAKES to build a safe and respectful community.

- I will wear my Reach Academy: Feltham uniform smartly every day;
- I agree to abide by the Academy code of conduct and understand there will be consequences if I fail to do so;
- I will always listen to and care for my Reach Academy: Feltham teammates.
- I will uphold the Reach Academy: Feltham values; and
- I am responsible for my own behaviour.

I believe I am capable of academic success.

I am ready to do whatever it takes to gain a place at university.

Signed: _____ Date: _____

Student name: _____



Appendix 4.5g

Parent Whatever it Takes Commitment (draft)

Learning

- We believe our child is capable of academic success and gaining a place at university;
- It is through hard work on the part of our child, with our support, that their potential will be realised;
- We will allow our child to go on Academy field trips and residential trips. We understand that this will mean that they will stay away over night;
- We understand that our child will have homework each night, including weekends, and that it will increase in length as they progress through the Academy. It is our responsibility to see that homework is completed; and
- We understand if homework is not completed our child will have to attend after Academy homework catch-up, which will last 30 minutes or the time taken to complete the work, whichever is longer.

Healthy living

- We understand that the Academy will provide a healthy, balanced diet, and we support the choices made by the Academy. We will not give our child food or drinks to take to Academy;
- We will encourage our child to take part in sports and physical activities.

Attendance

- We will ensure our child arrives in Academy by 8.00am;
- We will not plan for family holidays or other absences during term time, including during the extended summer term. We accept that the Academy will refer any unauthorised absence of this nature to the education welfare officer, which may result in the issuing of a fixed penalty; and
- We will make certain that our child attends Academy every day, except in cases of illness or another legitimate reason. We will schedule routine doctor and dentist appointments during times when the Academy is not in session. If our child is absent, we will telephone the Academy before 8.30 am on the day of the absence to report the reason.

Uniform

- We will make sure our child wears the full Academy uniform to Academy each day; and
- We understand that uniform violations will result in the child being sent home to collect the items or us bringing the proper items to Academy.

Parent-Academy communication

- We will always make ourselves available to the Academy by providing an up-to-date phone number;
- We will read all reports carefully, attend all parent meetings and sign our child's planner each weekend; and
- We will treat Reach teachers with respect and courtesy.

Discipline

- We have read and understood the Reach Academy: Feltham Code of Conduct and support the Academy's consequences for misbehaviour;
- We understand that detentions happen on the day that they are given, and that the standard detention will last 30 minutes. We understand that our child cannot be excused from detention; and
- We understand that if our child commits a serious breach of the code of conduct, that they will stay in Academy until 6pm when we will come to the Academy to discuss the matter.

We sign this commitment voluntarily because we believe that Reach Academy: Feltham is a partnership between the parents and the Academy that exists to create the best possible education for our child. Signed: _____ Date: _____



Appendix 4.5h

Staff Whatever it Takes Commitment (draft)

Learning

- We believe every student at Reach Academy: Feltham is capable of academic success and gaining a place at university;
- It is through hard work on the part each student, with our support, that their potential will be realised;
- We will make sure we always come to lessons prepared and continually engage students in the challenging work that paves the way for success in Academy and life;
- We will provide rewards for students' endeavour;
- We will set appropriate homework every night including on weekends, which we will mark;
- We will take our students on relevant, exciting field trips and residential trips;
- We will offer every child the opportunity to learn a musical instrument and develop their vocal skills; and
- We will constantly strive to become better educators.

Pastoral care

- We will ensure that each student's Form Teacher will follow their progress and ensure that their individual needs are met;
- We will go out of our way to get to know each of our students as individuals; and
- We will care about our students' wellbeing, and protect their safety at all times.

Parent-Academy communication

- We believe that through regular communication, a relationship of trust between Academy and home can be created;
- We will hold parent meetings three times a year and issue reports every half term;
- We will make sure that students and parents will be able to contact their teacher by phone and email and will reply to all communications from parents as soon as possible, usually within 24 hours;
- We will collect and check homework each day, and if it is not complete, we will contact parents by 1pm to inform them that their child will be staying to catch up their homework that evening; and
- We promise to welcome parents into the Academy community.

Discipline

- We will enforce the Reach Academy: Feltham's Code of Conduct and behaviour policy consistently and fairly; and
- We will protect students from bad behaviour by insisting on high standards and holding students to account for their actions.

We understand that this commitment will require us to go above and beyond the average expectations of an Academy. We sign it voluntarily because we believe that Reach Academy: Feltham is a partnership between the parents and the staff that exists to create the best possible education for our students.

Signed: _____

Date: _____



Appendix 4.5i

Classroom management – detailed guide

June 2011

Culture of Success

Surrounding our approach to classroom management will be a focus on creating a culture of success throughout the Academy. Some of the strategies employed to do this will be.

Culture of success will be created by:

Building strong relationships in and out of the classroom	This is the foundation for all that we will do at Reach Academy: Feltham. It is what distinguishes us from every other Academy. Our curriculum, our structures and decisions about the staff we hire are all driven by the importance of establishing strong, impacting relationships with students. Reach Academy: Feltham teachers are approachable and always willing to help. Students should see their teacher as a positive role model in all aspects of their life. Staff will be encouraged to treasure the unique experience of “growing up” with your students and celebrating with them as they prepare for university. Reach Academy: Feltham teachers will be passionate about teaching and care deeply about their students and they fully understand that the more they invest in getting to know their students, the more their students will become invested in them and the material they teach.
Valuing all students’ achievement levels and contributions to the class and teaching students to do the same	If a student is confused and needs clarification, the teacher should help. In a group project where everyone must present, Reach Academy: Feltham teachers will explicitly model for students how to motivate and help each other. They will intervene when necessary to help them gain the skills needed to work as a team. They will never tolerate comments that could harm students’ confidence or their desire to learn. As a leader in the community, teachers will reiterate this message through their words and their actions.



Setting academic and behavioural goals that the whole class can achieve if everyone works together	<p>Research has shown that setting learning goal for students helps them to make better short, medium and long term goals (Marzano, 2007). At Reach Academy: Feltham we will set whole class, whole year group and whole Academy goals. At times these goals will be rewarded by collectively, for example REACH prize, and at other times the reward will be individual, but the goal was collective, for example earning university trips. For academic and other goals see 4.4 Pupil development and success.</p>
Setting academic and behavioural goals that each individual can achieve	<p>Individual goals are much more centred in aspirations of individuals and therefore involve much more coaching and individual reward. It may also be wholly appropriate at times to provide students with more structured plans on a short, long or medium term time scale, for example to improve attendance or raise attainment in a particular subject area.</p>
Celebrating academic success	<p>Classroom celebrations should be frequent, sincere, and student driven. For example, when a normally shy student speaks up and adds something to the classroom conversation, the class recognises his/her contribution in a sincere way that doesn't ostracise that student. At Reach Academy: Feltham clapping and clicking will be the most frequent methods of immediate celebration used. Clapping will often be the use of two claps to punctuate a successful piece of work, for example the reading out of a poem. Clicking will be used to show agreement or approval of something. Student from years 3 – 8 will be encouraged to use clicking as a method of celebration, as seen at Excel Academy, KIPP and King Solomon Academy.</p>
Teaching respectful behaviours	<p>Teachers should be explicit about what they want their students to do in order to act in a respectful way. SLANT (see below) is one way that respectful behaviours can be modelled and reinforced continually within a classroom environment (see below). Once respectful behaviour expectations have been taught, they need to be enforced with reminders and consequences for students who choose not to follow through with the expectations.</p>



Classroom behaviour

Classroom entrance

The way that a class begins sets the tone for the rest of the lesson. Reach Academy: Feltham teachers know that instruction goes much more smoothly if students enter the room in a calm, focused manner, ready to work.

Students and teachers are expected to be on time to lessons and not to waste time, for example by going to the toilet excessively during lesson time. By the same token, teachers should make every effort to end classes on time in order to receive their next class promptly.

At the start of every lesson, students will silently complete a Do Now activity. The Do Now activity will prepare students for learning and will set the tone of achievement for the rest of the lesson.

Classroom exit

Students will be explicitly taught that leaving any environment better than you found it is a desirable characteristic to have. Students will therefore be taught how to leave a classroom and will hold high standards for the condition of the classrooms they enter. This will involve the way that students leave desks and chairs after each lesson, but also over the holidays and weekends.

Expectations for learning

Reach Academy: Feltham students are expected to show a level of professionalism at all times. Students greatly benefit from frequent *descriptions* of proper behaviour (i.e. *“Excellent students at this time have already headed their papers and have anticipated that they will need their history book”*). These reminders should be made to prevent misbehaviours rather than to correct them.



Students who fail to follow accepted rules and procedures can be gently reminded if the transgression is slight and rare. If the transgression is significant and/or frequent, however, the student's behaviour should be corrected and they should be given a demerit.

Levels of classroom respect should be maintained at very high levels. Teachers must model professional behaviour at all times and should require students to do the same. For example, when students move about the room they should say, "Excuse me," "I'm sorry," and, "Thank you" rather than, "Get out of my way," "Soz" and "No problem." These simple elements of politeness will help to create a classroom atmosphere that is safe, focused on learning and professional.

During times when the Do Now or homework is being corrected—or when a teacher is checking for understanding—students must give their answers in complete sentences. This enforces good literacy habits and ensures that students of all abilities benefit from mixed ability lessons.

Before leaving class, teachers must have all students write down their homework in their homework diary. The homework diary will be on each student's desk during every lesson where appropriate and will be signed each week by both a parent and by the form tutor. Students will be explicitly taught both the best ways to keep a homework diary and reasons why it is important.

Reach Academy: Feltham teachers know that if they are vigilant about small misbehaviours, larger ones tend not to occur. Teachers should be very aware of what every student is doing throughout the class period and in the corridors. They should be quick to address misbehaviours with a correction. The following are some behaviours which will not be tolerated in Reach Academy: Feltham classrooms and will require a correction:

- Talking or making comments while the teacher or a peer is talking
- Putting one's head down in class or slouching
- Messy uniform
- Calling out an answer without permission



- Tapping the desk or chair of another student
- Making faces or trying to get other students to laugh at them
- Playing with an object in a manner that is distracting
- Leaning backwards in one's chair
- Wasting time during transitions
- Sulking when not called on or when not getting one's way

Teachers should address these misbehaviours with direct or indirect management techniques. They should be quick and confident. During learning time teachers should always ensure that there is no ambiguity about the reason for a student receiving a correction or a demerit. As a general rule, if a clear correction has been issued or if the student is explicitly clear about what the correct behaviour should be in a given situation and they chose not to display it, then a demerit should be issued. There should never be a discussion between the teacher and student about the issuing of a demerit during learning time, but both may wish to discuss the matter further after the lesson. The focus of the teacher should always be to direct the student back to their learning with minimal disruption to the learning of others. Some examples of how and why a demerit may be issued come later in this section.

Teachers should also review with students how to accept feedback politely and graciously. They should never allow students to suck their teeth, roll their eyes, or talk back. These behaviours result in an automatic detention (examples of how and why an automatic detention may be issued comes later in this section). Students should always be given the opportunity to apologise and the teacher should ensure that the reconciliation process focuses on correcting the behaviour so that the student does not repeat the misbehaviour a second time.

Sweat the details

Reach Academy: Feltham teachers set clear goals for student behaviour. Teachers should be meticulous in their assessment of that goal and should not be satisfied with 'pretty good'. In order to achieve this high standard, teachers need to pay attention to



what many people would consider to be minor matters. By making sure that shirts are tucked in and desktops are neatly organised, Reach Academy Feltham: teachers do not diminish their capacity to deal with more serious issues. In fact, by paying attention to little things, Reach Academy: Feltham teachers increase the perception of orderliness and control, making it far less likely that larger problems will occur. If students think that the front line of their struggle to test the rules is to see what shade of dark shoes they can get away with under the uniform guidelines, they will be far less likely to consider other ways of testing the rules. Perfection is the goal. Meticulous obsession with details is the method by which it is attained. Encouraging students to be aware of their surroundings and their conduct is a positive step to making students ready for university and life beyond.

Transitions

Having quick transitions that require little attention from the teacher is often the difference between completing an exciting lesson and running out of time—an outcome that means failing to complete critical summative activities like recapping, reviewing the lesson, or introducing the homework. A lack of efficiency in transitions can waste an astounding amount of time. Adding a minute apiece to ten transitions a day would add up to 35 hours of instructional time over the Academy year—an entire week! Messy transitions are also an invitation to disruptions and conflicts that continue to undercut the classroom environment after the lesson has started. In short, the price of poor transitions is high. Since only *consistently* effective procedures ensure smooth and speedy transitions, they must be practiced until students have acquired them by habit. By the third week of Academy, every student should know and understand procedures such as how to line up and move from place to place without being told. In a good classroom, that should take less than 30 seconds.

Seating Plans

All staff will be required to have a seating plan in place for every lesson. This ensures that learning is maximised and any possible behaviour issues are minimised.

Creating culture in a positive way requires a mindset shift for many teachers. Staff, students and parents at Reach Academy: Feltham will be explicitly taught these mindsets.



Positive Example:

Year 7 have been memorising times tables for weeks and today the students are on the spot. Desiree, a quiet girl who struggles in maths class, is called to the front. She sees her classmates smiling at her, crossing their fingers hopefully and whispering, “Come-ons” and “You can do it” while the teacher prepares the flashcards. The quiz begins and Desiree gets every single card correct. As she finishes the last card, her classmates burst into a spontaneous cheer.

Negative Example:

Passing out papers, the teacher praises Osama for getting a 100% on his maths test. As he walks forward to receive his paper, there are obvious under-breath mutterings. Jameer, the class clown who sits in the back of the room says loudly enough for all to hear, “Osama, you’re such a suck-up.” Avoiding confrontation, the teacher simply calls the next student’s name.

Other examples of ways in which we will create culture in the classroom.

1. Posting of strong work and listing of top students around the Academy and in newsletter and on the Academy website.
2. Having students applaud or click solid class performances.
3. Recognition in assembly for particularly strong work or significant improvement.
4. Recognition for students who show initiative or leadership, especially during project work.
5. Quick and consistent negative feedback for students who are inefficient or off task.
6. Willingness to confront students directly if they have a poor attitude toward success or hard work.

Rewards Explained

Clicking and clapping



At all key stages students will be encouraged to praise each other openly and frequently. Clapping and clicking allow this to happen. At Foundation stage and Key Stage 1 children will be encouraged to clap success with a normal round of applause.

From year 3-8 children will be encouraged to click or clap their appreciation in a manner that ensures that learning is the focus. Giving each other 'two claps' means that praise can be given and received in a matter of seconds and learning can then proceed.

Clicking is something which requires dextrous skill. Most students love to be able to comment on things immediately. Clicking allows students to make their opinion known without interrupting the speaker. It also allows students to have a voice in a large group. Students will be explicitly trained in when and how to clap and click in the most appropriate manner.

In years 9-13 students will click and clap with more freedom and as appropriate.

Praise

Students will receive immediate, frequent and accurate praise whenever it is deserved. Praise will not be warranted or given out at Reach Academy: Feltham for achieving the minimum standard, for mediocre effort or for completing tasks which are expected, for example wearing the correct uniform, unless an individual child has specific needs which make such tasks an achievement for them to complete.

Positive behaviour management shall be employed as a default position in every classroom.

Stickers

In Reception to year 5 students will receive stickers when they do something in line with REACH values. Students in years 3-5 will receive a sticker equivalent to every merit. Years 6-8 will receive the merits, but no sticker. The use of stickers is appealing to younger students and the continuation of the use of stickers into years 3-5 ensures that students transition through the Academy



smoothly and easily. The stickers need not be of defined colour, although we may decide to use a different colour sticker to represent each of the Reach Academy: Feltham values.

Merits

Merits are the Academy's way of rewarding desired behaviours. They should be given in a consistent, thoughtful and frequent manner which acts over time to affect culture and influence student actions. Students should always be ending the week with more merits than demerits and should know what each merit is for so that they may repeat the successful behaviour.

SLANT is a useful method for teaching and reinforcing respectful behaviour in students. At Reach Academy: Feltham students will be expected to SLANT every lesson and in every situation where they are learning as a group, for example in assembly or on trips. This is above and beyond what most children are expected to do in class and as such students will be explicitly taught and re-taught as necessary each aspect of SLANT and also rewarded with merits for SLANTing expertly.

Sit up / Stand up straight
Listen actively
Ask questions
Nod
Track the speaker

Each of these behaviours will be modelled from Reception to year 3 and explicitly taught and reinforced from year 3 – 8. Students should be expert at SLANTing by year 9, but will be reminded as and when it is needed.

Students may also receive a merit for the following:

- Helping at a Academy event



- Helping to maintain and present the Academy well (creating a display – volunteering to clear up);
- Going above and beyond to help a teammate or teacher (e.g. coaching a teammate with their work for a sustained period);
- Defusing a conflict situation (this includes mindful and non-violent resolution of bullying incidents);
- Producing very high quality work;
- Going above and beyond in your learning (e.g. extra homework);
- 100% attendance during a half term;
- Surpassing an academic target in a half term;
- Getting top marks in the half term assessment; and
- Showing the most improvement in the half term assessment.

In most cases merits should be awarded publicly as this gives the merit an opportunity to affect the behaviours of others by providing a specific action which should be emulated. Where possible the award should be delivered with specifics:

“Well done, [REDACTED], not only was your homework to an exceptional standard in terms of neatness and attention to detail, but you also, of your own accord, you have submitted an extra piece of work on Pythagoras because you were having problems understanding that topic.”

“[REDACTED], you have come top in the end of half term assessment, and for that you are being awarded a double merit. Well done. Everyone give [REDACTED] two claps.”

“[REDACTED], you have shown the most improvement in the end of half term assessment, and for that you are being awarded a double merit. Well done. Everyone give [REDACTED] two claps.”

Merits will be recorded on paper and electronically.

Shout outs



Shout outs can be given in lessons, in form time, in assembly or during whole Academy celebrations. They are an opportunity for students to praise each other openly and to receive praise from peers and teachers in a public manner. They require careful modelling and management during the process and also for a level of trust to exist in the community. At Reach Academy: Feltham we will aim to have shout outs as a part of the end of day routine for all year groups as appropriate.

Marked work

Students should receive marked work from their teachers frequently. Their homework will be marked each day and their class work should be marked at least once per week across the Academy. In years 9-13 it may be appropriate for work to be marked less frequently, but for the marking to involve longer pieces of work. Students should always receive a point of praise on their work and a point to improve. Students will see the marking of their work as a reward and they will recognise and honour the time and effort it takes teachers to mark their work, just as teachers honour their effort by marking in the first place.

Phone call home

Students will receive a phone call home when they do something that is worthy of praise or marks an improvement in effort, progress or attainment. When it is not possible to speak with a family then the teacher will leave a message and will call back at a later time or date as close to the reward-worthy behaviour as possible. There may be times when it is appropriate for the teacher to visit the child's home to deliver the praise in person.

Enrichment

Each week students (mainly applicable to years 3-8) will receive their payslip on a Friday and subsequently will earn enrichment (or not). Enrichment is an afternoon activity and is something fun, for example a football game and a picnic, or a cinema trip. Students earn enrichment based on their weekly payslip score, not their payslip average.



Act Worthy of Public Recognition

If students or staff see any student exhibiting Level 6 behaviour (Kohlberg's levels) then they may recognise this publically by completing a form which will then be read out in assembly and celebrated by the whole Academy.

Star student award

Each form group or subject area will award star student to the most deserving student that week. This may involve nominations from other students, or a vote on a Friday afternoon. Form tutors may also choose to create culture in their own classroom by having other awards for their class.

Attendance prize

Each week, half-term, term and year all students with 100% attendance will receive a certificate. In addition their payslip will reflect their attendance and they will be rewarded in other ways linked with payslip.

REACH prize

Form Teams learn together and are responsible for each other. Positive rewards support each group's learning, by tracking and recognising appropriate behaviours of the **group**. We use REACH points to measure how each Form Group is behaving and to encourage them to work together as a group.

Students are motivated to aspire to meet the expectations of the Academy through the REACH points system.



During every period of the Academy day, students in Years 3-9 receive a score from 0-5 that assesses their performance as a group. The system therefore encourages students to work to achieve academic success. The score is based on the following criteria, with each value being explicitly split into phase-appropriate clearly defined actions, for example endeavour could be broken down into; we always complete all work given to us, we hand our homework in everyday, and so on.

Respect We will show respect for ourselves, each other, our buildings and everything in them.

Endeavour We will always try our best. We know that there are no shortcuts and those who work hard will be rewarded.

Aspire We will aspire to achieve our goals and we will never be afraid to dream.

Create We will be creative and will discover the joy in learning new things every day.

Honour We will honour each member of our community and everything that they are and want to be.

Each form group will track their score and will be rewarded if their total at the end of a half term is an average of above 4 out of 5.

The reward will be something that can be done as a team such as a pizza party or a picnic or BBQ in the park.

Trips



There will be many trips (which are in addition to enrichment activities or project days) which students will earn the right to attend by achieving a payslip average of above 100. It is important that students learn from a young age that reward is earned and not given. Students will never be prevented from attending a trip that is core to their learning. Where students do not earn a trip they will be given project work to complete in Academy for the duration of the trip and will usually be supported by the SENCo or other staff for the duration.

Academic attainment and progress prize

Each half term after assessments and reports and parent evenings, students will receive a certificate for highest progress and attainment in each subject in each class and year group. There will also be additional prizes for highest progress in each subject across the phase, thus ensuring that students understand that it is progress and effort which are more important than attainment in many ways. In years 9-13 a careful balance will need to be maintained between the two.

Wristbands

Students can earn a wristband in accordance with their payslip average. If a student receives a high payslip average for a half term then the following half term they may wear a wristband which affords them privileges around the Academy. Wristbands may be handed out in tiers, for example gold for a payslip average above 130 and silver for a payslip average above 120. If a student were to earn a gold wristband then they may earn the right to use the bathroom without a toilet pass, be able to have break in the classrooms of friends and so on. There may also be ad hoc rewards for wristband wearers, for example in the summer an announcement may be given that all silver wristband wearers are to come to the library for an ice lolly.

In order to receive their reward students must be wearing their wristband. Any lost wristbands will not be replaced and in addition, if students were to receive a punishment of Prep1, 2 or exclusion then their wristband would be automatically revoked for the remainder of that half term.

Merit auction



Once per term, or as the opportunity arises, there will be an auction where students will have the opportunity to bid for and win prizes and trips for themselves and for others. The auction will be run as an auction and students will either spend or save their merits which have accumulated over the year. The auctions will become progressively larger throughout the year as students will have accumulated more merits.

Consequences

Consequences will obviously be different at each phase of the Academy as they need to be age and stage appropriate. What follows is a general overview of the range of consequences which will be employed in the Academy. As a general rule these consequences are true of years 3-8 and will be modified for all years above and below those.

Direct and indirect correction

Teachers at Reach Academy: Feltham will strive for every lesson to be challenging, organised and with pace. They will follow the routines as outlined in staff handbook.

Teachers will use a range of assertive behaviour management techniques to prevent serious misbehaviour.

Using indirect means of influence:

Appropriate ignoring, eye contact, eye contact with facial expression, eye contact with slight shake of head, showing the child you are waiting (for child to return to task), seeing if child needs help, praising children who are on task, hand signals to represent behaviour required, e.g. hand in air: stop and be quiet – all raise hand, finger on lips: quiet, broken record technique.

Using direct means of influence:



Going closer to the child/group, saying the child's name (using tone of voice to show intentions), clarifying the task and encouraging the child, drawing the child's attention back to the task, checking the child is clear about the task and has the necessary resources. checking the child's conceptual understanding of the task, asking the child questions about the work, regularly contacting and checking, asking the child to change behaviour, discussing with the child, asking the child to think of a strategy, including the possibility of moving, changing the activity or the child's place .

Thinking spot

From Reception to Year 2 when students do not comply with teacher instructions or behave in an unacceptable manner they will be placed on a thinking spot for 5 minutes. During this time they must be silent and distract others. If they leave the spot the time restarts. At the end of 5 minutes, the student must apologise to the teacher with eye contact. This age-appropriate sanction will be enforced consistently.

Demerits

If students break the Code of Conduct they will receive a demerit. If staff effectively use the methods listed above, minor misbehaviours will be corrected and they will not need to give demerits. However, that will never always be the case. Teachers will need to use the Reach Academy: Feltham discipline system when the minor misbehaviour doesn't stop immediately or the misbehaviour is more severe.

Demerits are issued for prohibited behaviours. They are recorded on paper and then electronically along with the reason for the demerit. These can be viewed by parents and staff. For every three demerits a student receives in a week, they will serve a detention after Academy on a date determined by the Academy. This will usually be the same day that the 3rd demerit is awarded. If a student receives nine or more demerits in a week, they will be required to serve PREP (see below).

At the beginning of the year, teachers will give significantly more demerits to their students than later in the year. Demerits are a learning mechanism. Once the students realise that their teacher is strict and consistently enforces the rules that he or she set up for the class, the students stop pushing the limits.



Demerits are awarded for the following behaviours:

- Arriving late to a lesson;
- Talking disruptively, running or shouting in the corridor;
- Disrupting the lesson and preventing teaching;
- Arriving to class unprepared;
- Uniform not worn correctly; and
- Failing to submit a required signature.

When issuing demerits staff will be trained to remember the following:

- Give the demerit to the student as soon as you see the infraction. Students need to see and feel an immediate connection between what they did and the demerit they received. Don't wait until the end of class to state the demerits you are giving, and don't wait until a student has misbehaved for several minutes;
- Do not get into the pattern of giving a warning to a student before giving a demerit. It is not a good use of your time to be counting who you have warned and who you have not warned. As a general rule, use one of the methods outlined above first, but if the student repeats the misbehaviour, issue a demerit. Your "warning" is the set of classroom expectations that you established early and restate and reinforce every day; and
- Always let the student know publicly or privately that you are giving a demerit and for what reason. Remain firm, and state clearly that he or she is receiving a demerit. Do not become emotionally involved and do not sound apologetic.



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Effective methods of issuing a demerit

"██████████, that's a demerit for being off-task. Please return to work immediately."

"That's a demerit for talking in class, ██████████. Stay quiet and focus on your work."

██████████, please put away your science notes right now. I'm giving you a demerit."

"██████████, kissing your teeth is disrespectful and shows a bad attitude. I am giving you a demerit for this."

"██████████, do not write on the desk. That's a demerit. Also, you need to come back to my room at the beginning of lunch to scrub the demerit off the table."

Ineffective methods of issuing a demerit

Too aggressive "██████████, I am so sick of you and your attitude. That's a demerit."
"Stop being lazy, ██████████. You get a demerit."



Too general “Act right, [REDACTED]. You’re getting a demerit.”
“Stop that. That’s a demerit.”

Too long “[REDACTED], you shouldn’t have your CD player out right now. I would like for you to put it away. You’re getting a demerit. I want you to return to what we are doing in class right now. I don’t want to see you pull that out again.”

Too apologetic “Gosh, [REDACTED], you really should stop playing with that lipstick. I have to give you a demerit for that. I’m sorry.”

It is important that demerits are always used consistently by each individual member of staff and by all staff.

Consistent follow-up

Always follow up A student will receive a detention once he or she gets three cumulative demerits in a week. However, teachers should always call home about a student’s particular behaviour in their class if a student repeatedly receives demerits in class.

Effective communication Establishing trust and effective communication with our parents is a hallmark of Reach Academy: Feltham. Our parents want us to call to report how their child is performing in class- both academically and behaviourally. Regular parent communication is the best proactive measure to securing better behaviour from students and to



securing parent partnership.

Always discuss If a student has a question about why he or she received a demerit, then the discussion should happen at an appropriate time (e.g. after class) and in a respectable manner with the teacher. Students always need to understand why they received a demerit, or they will continue to repeat the misbehaviour. However, teachers need to model the appropriate way to address demerits that are given.

Be consistent It is strongly discouraged for staff to erase a demerit once you have written it. If students see teachers changing their mind, they will challenge the demerits you give for the rest of the year. In rare circumstances, where staff truly misinterpreted the situation, they can remove a demerit. However, it is best to handle that situation privately with that student and not in front of the entire class. In addition, staff should provide a clear explanation of their decision to that individual student, so as not to undermine their authority in the classroom.

There are some instances when another method behaviour management might be more appropriate than a demerit.

Misuse of demerits

Procedures If a student forgets the class procedure and not a class rule



(at the beginning of the year), it is best to re-teach the procedure to the student rather than to give a demerit. Teachers should always make sure that they have clearly explained procedures, and that they have allowed sufficient time to teach procedures and for students to practice them before issuing demerits.

Homework Demerits are not to be given for incomplete homework assignments. Students receive a separate consequence, called Home Work Catch up.

Setting an example If several students are off-task, teachers should never randomly choose one of the students to give a demerit to just to “set an example.” That student will say that they are unfair and that they unnecessarily pick on him or her. It will be difficult to establish a healthy teacher-student relationship with that student.

Whole class demerits Staff should never give the entire class a demerit, even if it seems to be the majority of the class that is off-task. Students’ eligibility for trips (their payslip average) includes the number of demerits they have received throughout the year. It is unfair to punish all students for the bad decisions made by a group of students in the class. Staff should, however, immediately gain control of the class, and address the situation with authority.



Staff should not plan or need to issue a constant stream of demerits. Other techniques should limit the occasions when this is needed. However, if a student breaks the code of conduct they must receive demerits in a clear and consistent way. This is crucial to delivering on the Academy's commitment to focusing on detail. Issuing demerits should not be seen by staff or students as sign of weakness but an indication to the student that there are clear boundaries in the Academy and a failure to follow the Code of Conduct will not be tolerated under any circumstances.

As soon as the misbehaviour occurs the teacher calmly informs the student that they have received a demerit and what it was for. They also remind the student of the expected behaviour which will be displayed in every classroom around the Academy. If the student reacts inappropriately, for example rolls their eyes or tuts, they will automatically be placed in detention. Students will be trained carefully in how to receive a demerit appropriately and what the consequences are if they do not receive it appropriately. Demerits should be logged on the clipboard by the end of the lesson and electronically as soon as possible and certainly by the end Thursday each week.

The student should amend their behaviour upon being awarded a demerit. If they do not a second demerit is awarded following the process above. In the event that a third demerit is called for, the teacher should call upon the On Call staff member (see below).

Detentions

Detentions are awarded for every 3 demerits earned in a week.

Some more serious behaviours warrant immediate awarding of an “automatic detention”.

- *Possession of iPods, MP3 players, cameras, handheld video consoles or mobile phones.* Students are strongly encouraged to not bring in distracting electronic property to Academy. If they choose to do so, they must place these in their locker before 8am. All items should be switched off. They are not allowed to turn on or use these items during the Academy day. If seen these items will be confiscated and returned to parents at the end of the week. In the case of a second offence in an



academic year, they may be confiscated indefinitely irrespective of any costs or fees students and/or their families may incur as a result;

- *Uniform not present.* Uniform will be checked at the start of the day and lesson. Students out of uniform will not be allowed to join the Academy community. Parents will be contacted and asked to bring the missing item to the Academy, or authorise their child to return home to collect it. If students are without their item by 8.30am they will be lent a piece of uniform by the Academy for the day and awarded a detention. If this is not possible, or it is a repeat offence, they will enter onto PREP 1 directly;
- *DEAR book lost/misplaced.* DEAR (Drop Everything and Read) books are critical, and a student's failure to have this with them in lessons or DEAR time will result in a detention; and
- *Late to Academy.* If students are late to Academy (not inside the Academy gate at 8.00am) they will automatically receive an afterschool detention or miss their free time at lunch.

When a student earns a detention their parent is informed before 13.00 on the day by text message. Parents do not need to give their permission for each detention as they will have signed the Whatever it Takes Commitment during the home visit, when all of the logistics around detentions will have been covered. Students will complete a detention reflection sheet in detention as seen at all charter Schools visited. The reflection sheets aims to occupy students during detention by asking them to think about and engage with the reason they are there in the first place.

Friday payslip detention occurs if a student has not earned Friday enrichment. Friday is longer than a normal 30 minute detention and therefore enables students to complete the reflection sheet and also to have a one-to-one conversation with an adult about how they are going to improve aspects of their conduct the following week.



Removal of student from class

A student will be removed from class in the following situations:

- S/he has been awarded 2 demerits and is still not following the code of conduct; or
- Serious misbehaviour (including abusing teammates or staff, violence of any kind, openly rude to staff).

They will be removed from the class by another member of staff, who will be timetabled on an On Call rota. Where possible the Assistant Principal will be involved.

Teachers should contact the On Call teacher by sending an individual to the coordinator's office. They will then contact the relevant member of staff. In order of preference the teacher is able to attract on call through, a team-teacher, a passing teacher; or another student

Removed students will be placed in isolation and complete a reflection for the rest of the lesson, serve a detention that evening and their parents will be called in for a meeting at 6pm. Depending on the seriousness of the incident, they will also serve a day of PREP 1 the following day, or face a fixed term or permanent exclusion (for extreme cases).

Homework consequences

Students will be given homework every day from year 3 and will be given homework on a weekly or bi-weekly basis lower down the Academy. Homework will always be due in the following day in years 3-8 to encourage good habits. In years 9-13 students may receive a longer period of time to complete their homework to encourage good time management and planning skills which will be crucial to their success at university.

Students' homework will be TANCed when they hand it in. If any part of TANC is not present then they will be placed in homework catch-up that evening.

Each piece of homework is marked against these criteria. Accuracy relates to the following of instructions e.g. the use of a pencil instead of a pen as instructed would result in homework catch-up. Complete means that at least 90% of the questions have been attempted



T timely
A accurate
N neat
C complete

Students are not placed in homework catch up if they get questions wrong, and neither is TANCing the same as marking of their homework. Class teachers will still mark student's homework and address any learning needs. Often students will peer mark their homework in lessons.

Just as with detentions parents will be informed that their child will be staying for homework catch-up that evening by 13.00 each day. It will be made expressly clear to parents at the home visits that students will stay and complete their homework in homework catch-up or until the work is complete, whichever is longer.

If a student is in homework catch-up more than twice per week on average for a half term then they will be required to attend compulsory homework catch-up the following half term as a supportive and pre-emptive measure to ensuring that all students have completed their homework accurately and to the best of their ability and they are learning from it.

Preparation to rejoin the community programme (PREP 1 and 2)

There are some behaviours which are serious enough to warrant immediate isolation from the Academy community. This is important because it provides an immediate opportunity for reflection, and acts as a deterrent to the student and their teammates. It also acts as an opportunity to restore trust between the student and the Academy, which is broken when the misbehaviour occurs. PREP removes some of the privileges offered by Reach Academy: Feltham, such as free time at lunch, as well as talking, sitting and eating with peers.



There are two stages of PREP: PREP 1 (in-class isolation) and PREP 2 (out-of-class isolation). PREP 2 is reserved for students who fail to adhere to the expectations of PREP 1, and for incidences of extreme misbehaviour. PREP 2 involves complete isolation from the Academy community.

The following behaviours will in most instances lead to automatic placement on PREP 1 the next day (and the rest of the current day, if appropriate). Severe cases may result in direct placement of the student onto PREP 2, as judged by the Academy:

- Minimum of 9 demerits in one week;
- Lying to a staff member, including copying and forging parental signatures;
- Being disrespectful toward a staff member;
- Being disrespectful toward a student;
- Truancy of Academy, lessons, detention, Homework Catch-up, or mandatory Academy events; and
- Possession of inappropriate property during Academy day e.g. printed text or lyrics that are vulgar, profane, or sexually explicit, are forbidden. Inappropriate items of this nature will be confiscated and returned to parents at the end of the week. In the case of a second offence in an academic year, they may be confiscated indefinitely irrespective of any costs or fees students and/or their families may incur as a result.

The rationale behind PREP 1 is that students occasionally need to face punishments that are more severe than a detention. PREP 1 should be a punishment that many members of the community never experience. PREP 1 will be used where it is age-appropriate to do so. If a student is placed on PREP 1 then they will remain a part of all learning activities during the day, but will be excluded from all social aspects of the Academy. Students will be put on PREP 1 for as many days as is commensurate with the behaviour. It is important that all sanctions are fair and consistent and involve quick feedback loops for students so that success criteria are clear.

A day on PREP 1 constitutes the following:

- The student is informed they are to be placed in PREP the following day;



- The Academy contacts the parent before 7pm the day before the student serves PREP;
- The student reports to the small Academy office at 8am;
- The student's homework from the previous evening must be T.A.N.C.;
- The students attend their lessons, but sit at an assigned table. They continue with their learning, but are not allowed to talk socially with other students. Any student talking to another student on PREP in a distracting way will be given a demerit;
- The student misses free time at break and lunch break, when they remain in classrooms supervised;
- The student stays in detention until 6pm after Academy – this is followed by a parental meeting at 6pm to discuss the student's behaviour;
- During breaks and after Academy the student write apology letters to their teachers, and to their parents; and
- The next day they apologise to the community for their actions.

When giving an apology, students will write it as part of their detention and will at times read out their apology to their form group, year group or phase as appropriate. When students are on PREP 1 it will be crucial to their success to use the time in the morning from 8.00 until 8.30am to set goals one on one with a teacher or mentor as appropriate.

Students pass PREP 1 by arriving at Academy on time, earning no demerits and completing all homework.

PREP 2 is reserved as a disciplinary consequence for students who are unable to meet the expectations of PREP 1, or commit a severe offence. PREP 2 is undesirable for several reasons. Firstly, students have, by this time, actively chosen to misbehave at least twice, once to be placed on PREP 1 and once whilst on it. Secondly, it requires teacher supervision which is inefficient use of teacher's time. Lastly, students are out of their learning environment, and while every effort is taken to ensure that students are highly productive on PREP 2, the learning that could be taking place in the classroom cannot be matched.



PREP 2 constitutes the following:

- The student is informed they are to be placed in PREP 2 the following day
- The Academy contacts the parent before 7pm the day before the student serves PREP 2;
- The student reports to the small Academy office at 8am;
- The student's homework from the previous evening must be T.A.N.C.
- The student spends the entire day isolated from their teammates. They complete work set by their class teachers;
- The student misses free time at break and lunch break, when they remain supervised;
- The student stays until 6pm in isolation after Academy – this is followed by a parental meeting at 6pm to discuss the student's behaviour;
- During breaks and after Academy the student write apology letters to their teachers and their parents; and
- The next day they apologise to the community for their actions.

When giving an apology students will write the apology as part of their detention and will at times read out their apology to their form group, year group or phase as appropriate. When students are on PREP 2 it will be crucial to their success to use the time in the morning from 8.00 until 8.30am to set goals one on one with a teacher or mentor as appropriate.

Fixed-Term Exclusion

Fixed-term exclusion involves the student being kept at home. Excluded students will receive a work pack to complete. The offences listed below will normally lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.



- Physical violence towards another student;
- Derogatory and/or discriminatory verbal violence towards another student;
- Verbal violence or abuse towards a member of staff;
- Disruptive behaviour whilst on PREP 2;
- Racial/sexual/homophobic harassment;
- Bullying;
- Theft;
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography); and
- Graffiti or property damage.

If a student commits an offence that calls for fixed-term exclusion (5 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or Academy;
- The student is entitled to respond to the charges against him or her;
- The Principal or their designee addresses the conduct and assigns an appropriate consequence;
- The parent/guardian is notified by the Principal or their designee;
- A parent or guardian will be required to meet with the Principal or their designee regarding the offense prior to a student's return to Academy;
- The parent needs to follow all guidelines surrounding a student who has been excluded and where they should be during Academy hours; and



- The Principal or their designee will ensure that the excluded students receive a letter detailing the exclusion and a work pack by the first day of the exclusion.

Permanent exclusion

These offences will normally lead to a permanent exclusion.

- Carrying an offensive weapon;
- Physical violence towards a member of staff;
- Arson;
- Extortion;
- Drug-related activity linked to the supply of drugs;
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion; and
- Persistent refusal to follow the Academy rules and expectations including persistent failure to adhere to the expectations of PREP.

Tracking behaviour

In-class clipboard

All incidences of merits, demerits and detentions will be recorded on paper on a clipboard which will follow the form around. A member of the form group will take responsibility for ensuring that the clipboard moves with the Students if they are to move rooms for some lessons.



Electronic system

All incidences of merits, demerits and detentions will be recorded on the electronic system in use once per week and definitely by a Thursday ready for payslip reporting.

Reports

Student's behaviour will be tracked and then reported to parents once per half term. The report will be an academic report and will include summary data on merits, demerits, attendance and payslip average for each student and against the year group average.

Payslip

Payslip will be produced each Friday and will outline students' behaviour choices for the week and show averages for the half term, term and year to date. Payslip is a way of teaching Students that all actions can result in rewards and consequences. The use of payslip averages as a passport to attend trips, earn wristbands and partake in other ad hoc rewards is also a way to teach Students that consistently making good choices is far preferable to making lots of poor choices and then working hard for a short amount of time to make up for them. Payslip also teaches Students concepts around saving and spending and allows them an insight into the world of work.

Payslip will be the driver of many rewards and consequences in the Academy. Payslip will be implemented in the manner outlined below from years 3 – 8. From Reception to year 2 some aspects of payslip will be implemented and from Years 9 – 13 payslip will be modified to reflect a growing emphasis on academic attainment and progress. Payslip will also reflect key learning in English and Maths (see [4.2 Curriculum and organisation of learning](#)).



Employer REACH Feltham	Employee	Department Imperial	Pay period 5 Payment due 06/05/2011
Gross pay 75	Deductions/adjustments 51	Net pay 126	£ 126.00 REACH pounds

Attendance	Friday	Monday	Tuesday	Wednesday	Thursday
Absent	0	0	0	0	0
Late	0	0	0	0	0
Left early	0	0	0	0	1
Saturday bonus					

Total	Value	Addition/deduction
0	-15	0
0	-3	0
1	-3	-3
1	0	0
		-3

Homework	Friday	Monday	Tuesday	Wednesday	Thursday
English	Complete	Complete	Complete	Complete	Complete
DEAR	Complete	Complete	Complete	Complete	Complete
Maths	Complete	Complete	Complete	Complete	Complete
Other (Science, Music, French)	Complete	Complete	Complete	Complete	Complete
Homework below expectation	0	0	0	0	0
Homework missing	0	0	0	0	0

100% HW completion bonus	
Achieved:	Yes 10

Total	Value	Addition/deduction
0	-2	0
0	-4	0
		Homework total 10

Behaviour	Friday	Monday	Tuesday	Wednesday	Thursday
Act worthy of public recognition (AWOPR)	0	0	0	0	0
Merits	0	0	5	12	7
Demerits	0	0	0	0	2
Automatic detention	0	0	0	0	0
PREP 1	0	0	0	0	0
PREP 2	0	0	0	0	0

Total	Value	Addition/deduction
0	10	0
24	2	48
2	-2	-4
0	-5	0
0	-10	0
0	-20	0
		Behaviour total 44

Teachers	
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Merits/	OH	Dedication to homework	E Service	P Exam performance
AWOPR/	OC	Dedication to classwork	S 100% Starting	O Other
Demerits/	CE	Classroom non-effort	EE Electronic equip.	N Nine demerits
Detentions/	D	Disruption of learning	FP Failed PREP	O Other
PREP	OP	Disrespect of pupils	FS Failure to sign	PC Poor corridor behaviour
	OR	Disrespect of property	L Language	S Deliberate non-standing
	OS	Disrespect of staff	MD Missing DEAR book	T Tattle
	E	Eating / drinking	MF Missing Folder	U Uniform
	EQ	Equipment	MP Missing Planner	V Violence

Accelerated Reader (AR) points	REACH average
Earned this year	32.9
Total since starting REACH	74.1
Current status	Rising Reader
To get the next level of Classic Reader you need 25.9 points	

Attendance YTD	
Absent	0
Late	2
Left early	1

Payroll HT average	117
Target av. for Uni	55
Payroll since Jan	118
Bank	3046

Form teacher comments and signature

How many REACH pounds did I start the week with?	75
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How many REACH pounds did I gain/lose for my attendance?	-3
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How many REACH pounds did I	10
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Appendix 6.1a

Articles of Association and Memorandum

(see attached)

[REDACTED]