

Mossbourne Academy Proposal

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Section 1: Applicant details

Details of Company Limited by Guarantee
Name: Mossbourne Community Academy Limited
Company address: [REDACTED] Epping Essex [REDACTED]
Company registration number: 4468267
Main contact [REDACTED]
Address: [REDACTED] Mossbourne Community Academy [REDACTED] City of London, Greater London [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors 5 <input type="checkbox"/> and (b) any other members of the Governing Body 0 <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is. Not yet agreed. The Trustees listed below are the Directors of the charitable company. The Governing Body will constitute a sub-committee of the company, in the same way as that for Mossbourne.
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]

Name: Position:
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? <u>Y/N</u>
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: The original sponsor of the Academy was [REDACTED] and is now The Sir Clive Bourne Charitable Trust. Since the Academy's founding they have donated £2,181,798 to assist the academy in achieving its objectives. The Trust will similarly have a relationship with the new school. 1093425
If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

NB The new structure is to be part of the Mossbourne Community Academy Trust, which currently exists. Within this trust there will be two schools: Mossbourne Community Academy (MCA) and Mossbourne Victoria Park Academy (MVPA). There will be an overall Governing Body of the Trust, which has overarching responsibility, and a separate Governing Body for each school. Many of the Governors of the existing school (MCA) will be Governors of the overall trust, particularly those linked to the sponsor of the Academy. These are shown in the accounts and in the information about the school as trustees. They have all had experience of running an Academy, having all been involved since the creation of Mossbourne. One trustee, [REDACTED], is also a chartered accountant who has his own accountancy practice and is the [REDACTED] at Mossbourne. [REDACTED] has been appointed as [REDACTED] at Mossbourne, so that he will also have a leading role in the Academy Trust and in the project to set up the new school.

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: 1/6/11

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).

[REDACTED]

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* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	Mossbourne Victoria Park Academy							
Age range:	11-18							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	120	120	120	120	120	120	120
	Year 8		120	120	120	120	120	120
	Year 9			120	120	120	120	120
	Year 10				120	120	120	120
	Year 11					120	120	120
	Year 12						100	100
Year 13							100	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	N							
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / <u>N</u> . If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Hackney.							

Section 3: Vision

3.1 A Personal Vision

As [REDACTED], my vision for a new school is based firmly on the educational goals and methods employed with such success at Mossbourne. I am passionately concerned about the long-standing problem of underachievement by so many students in our inner cities. My own experience, both at [REDACTED] and more recently at Mossbourne, has confirmed amply that, with high educational standards and expectations, allied to a strong, tried and tested philosophy, all students can experience success, many of them way beyond even our high expectations for them. Hence my vision is simply to extend to many more students in Hackney the opportunities that we have offered at Mossbourne, and in so doing to demonstrate the replicability of the success of sound principles and the best of traditional methods: I have been quoted as saying 'We are traditional here and make no apologies for it. A lot of our children come from unstructured, chaotic backgrounds; we need to build more structure into their lives, not less. Schools that are imprecise about discipline end up with a huge amount of confusion, with staff taking different views about what's acceptable.'

I stand by these words: they are what breathes life into our principles and gives durability to our students' learning. I have spoken often about the doctrine of 'no excuses'. We apply this daily in all our dealings with students. But it is also true at the macro level. Apologists for mediocrity and poor performance blame young people's lack of success on their background or their socio-economic circumstances. We have proved, in a reliable way, that the causes of failure need to be sought elsewhere: in muddled ideology and ineffective methodology.

The results at Mossbourne speak for themselves, and they are above all what attracts so many local parents to apply, many of whom we have, alas, to turn away because of insufficient places to meet demand. We have spoken to the aspirations of the community, who rightly seek the opportunity for their children to achieve their full potential. My vision is no pipedream: Mossbourne shows that it is realisable. If it can be done here, on the site of Hackney Downs, it can be done anywhere.

From this, I note that it will be apparent that the vision for the school squares entirely with the aims and purposes of the Free School policy: indeed, the match could scarcely be closer.

[REDACTED]

3.2 Rationale for the creation of this school

It has been a source of regret and frustration to the school and the local community that so many children have had to be turned away, in an area of Hackney where the level of demand for a school such as Mossbourne, on all indicators, is exceptionally high. We are clear that the Mossbourne ethos speaks to its community, a community in which parents consistently show their strong support for traditional values and methods that work. The basis of this submission, therefore, is that it felt clear to us that to create a new school with a similar ethos and philosophy and in a similar area close enough to Mossbourne to be able to harness resources and established expertise effectively, would be a way of continuing to raise standards in this borough, the fourth most deprived in England. Ofsted noted last year that 'Hackney is amongst the most improved boroughs in the country—thanks partly to the Academy, which has been recognised for “taking a leading role in working in partnership with others to raise achievement in the locality.”' The bid is in part a response to the fact that the Hackney Learning Trust has indicated that, from its primary school current figures, it projects a need (certainly from September 2014) for an additional four-form secondary school in the locality of the [REDACTED] site that has been earmarked as a possible location.

3.3 Ethos and mission

The clarity of Mossbourne's philosophy is evident from such statements as those on its website, which sets out the following points under the heading of 'Ethos and Mission':

- Staff at Mossbourne create an environment in which students, adults and other learners feel safe, secure and are supported by clear discipline policies.
- All learners are motivated to excel because their needs are met through a policy of inclusion, where students are supported regardless of abilities.
- Parents and carers become involved with their children's learning through home-school partnerships, parents' meetings and discussions with tutors.
- Clear, inspiring leadership by Governors and senior staff actively promotes the commitment of the Academy to provide a high quality environment for life-long learning.
- Members of the local community are welcomed and encouraged to be active participants in the life of the Academy.

Mossbourne Community Academy is a place where the following points are embraced:

- All learners are welcome, regardless of age, ability, gender, ethnic origin, personal circumstances or need.
- Staff become full and active participants in the activities of the Academy, working as a team and being fully accountable for the delivery of high quality education.
- Students are given opportunities to develop as active citizens and members of the community through varied learning opportunities, assessments and mentoring to support their development.

These statements form a coherent set of principles for creating a new school which, while having the conceptual space to develop its own distinctiveness and individuality and not attempting to be a clone of Mossbourne, will nevertheless fully share the commitment to a set of core values and principles.

As is clear from the above personal statement, the Executive Principal, in talking about the school, has readily embraced the word 'traditional'. However, it is important to note that this word is not being used in a narrow way to suggest that a single model of teaching is espoused. The inspection of the school underlined that teaching has great variety and actively engages students in their learning, drawing on a wide range of resources effectively. This range is said in the report to be: 'highly effective in providing experiences that involve students in their learning and motivate them. Individual, paired, group and whole class learning are used in a highly appropriate and effective manner to introduce, develop and reinforce learning.' An important feature of the school's success is a clear focus on assessment and evaluation at all levels, and this is an emphasis which would certainly be carried over into a new school based on the Mossbourne philosophy.

3.4 Why we shall succeed

The success of a Mossbourne-based new school will therefore lie in its strict adherence to a small number of central principles:

- Outstanding leadership at all levels
- A strong culture of training and development, to provide a staff of excellent, inspiring teachers
- A relentless focus on the quality of students' learning and of instilling the work habits needed to succeed at demanding challenges
- A curriculum which offers breadth and balance, while responding to the interests and needs of individual students
- A climate of good order and discipline, fostered and maintained through the clarity, firmness and care for individuals which the school's pastoral care and disciplinary procedures provide
- A rich and stimulating extra-curricular programme, giving students access to wide-ranging and challenging experiences, for example in the arts, sport and the world of business, science and technology.

Building on the success of Mossbourne

As a leading inner-city Academy, Mossbourne is focused firmly on achieving the highest possible levels of academic success for students of all backgrounds and abilities. It has a fully 'comprehensive' philosophy of including all students equally in its success, combined with a 'grammar school' ethos of hard work, firm discipline and shared concern for high standards, nurtured by teachers who communicate love for their subjects through their own scholarship and enthusiasm. Such is the level of unsatisfied demand for places at the school that it seems clear that a new school in the area, set up on similar lines, would attract a similar level of support from the local community.

The following summarises the main points about our students' performance in tests and examinations:

Overall

- On all achievement measures, Mossbourne's results in tests and examinations have been extraordinary:

Key Stage 3

- Over 85% of students have achieved level 5 or better in the core subjects over the past five years
- Over 65% of students have achieved level 6 or better over the same period.

GCSE

- Over 80% of students have achieved at least 5 A*-C grades, including English and Maths, in the past two years (2009: 86%; 2010: 83%)
- Value added results at GCSE are outstanding, with scores of 1076 in 2009 and 1068 in 2010. These results place Mossbourne in the top ten schools in the country
- The data from RAISEonline place Mossbourne in the top 1% of schools in the country in terms of progress from Key Stage 2 to Key Stage 4.
- In 2010, 33% of students were successful in the subjects and grades required for the proposed English Baccalaureate – over twice the national average.

Key Stage 5

AS Results 2010 (first Year 12 group)

- 38% of our students achieved at least one A grade
- 10% of our students achieved straight As
- Students achieved a B grade, or better, in 45% of all AS examinations taken

Projections for A2:

- On the basis of AS results, we predict that over 80% of students will achieve A-C grades at A2.
- We expect 100% to achieve a grade from A to E.

University offers

- 90% of our students have received conditional offers of university places (60% from the Russell Group, with 10 offers from Oxbridge).
- The overwhelming majority of students with English as an Additional Language and of Looked After Children (LAC) have been god progress in English and mathematics, as shown by RAISEonline data – (LAC 100% English and mathematics; EAL students 97% English and mathematics).
- The average points improvement of all groups at the Academy shows outstanding progress. This includes SEN students, in the groups School Action, School Action Plus and students with statements (value added scores: 1103; 1130; 1041).

The following is a summary of other points about the achievement of Mossbourne:

- Mossbourne had Section 5 inspections from Ofsted in 2006 and 2010. In 2010 the school was judged 'outstanding' overall and outstanding in all but one category (which was assessed as 'good'). Ofsted bestowed the unusual accolade of describing Mossbourne as **'outstanding, but even within that category it is exceptional. Academic achievement is amongst the very highest in the country'**. It further concluded that: **'the large majority of parents and students, together with staff and governors, highly value the haven that is created where students can enjoy high quality learning free from disruption. By so doing the academy transforms the life chances of its students.'**
- Our 'outstanding' status has provided a strong platform for disseminating good practice to other schools in Hackney and beyond. We regard this as strong evidence of the capacity of Mossbourne to undertake an initiative such as creating a new school, because of its proven track record in creating excellent schooling.
- An example of this has been our work with Haggerston School, in south Hackney, which has been supported by Mossbourne for over eighteen months. This successful partnership has helped the school to achieve in 2010 its most successful GCSE results, as well as a creditable Ofsted report in the same year. The school is now oversubscribed for the Year 7 entry and is much more popular with parents. We are in discussion with its governors over a proposal for academy status in partnership with Mossbourne.
- Further evidence of our competence to act in this capacity comes from the work we have undertaken to prepare our submission for Teaching School status, which we expect to be approved by the National College for School Leadership (NCSL). The status of being a Teaching School will give Mossbourne a clear remit to train staff, including Beginning Teachers, and

- organise professional development programmes to improve the quality of teaching in partner schools.
- In a variety of internal and external lesson observations, 91% of lessons were judged good or outstanding. In its letter to students, Ofsted wrote: **“Most of the lessons we saw were outstanding. That makes your academy very special.”**
 - Behaviour in the Academy has consistently been found outstanding both by inspectors and in surveys of parents and students: 88% of students reported that ‘there is a good level of discipline in the classroom during lessons’; 87% of parents report that ‘school discipline and behaviour are outstanding’. The incidence of bullying is very low (1.8% of behavioural incidents recorded) as is that for racism (0.3%). There are lower than average figures for permanent exclusion (4 over a five-year period) and fixed-term exclusions (24),
 - Attendance at Mossbourne is around 96%, well above both Hackney and national averages. 80% of parents judge the Academy’s control of truancy as outstanding.
 - The success of the Academy has figured prominently in local and national media, including a documentary about its success being filmed for Teachers’ TV, intended to help raise attainment in schools nationally.

For all of these reasons, Mossbourne is ideally placed to achieve the educational goals set out above, through its own success. Not least, it has created a body of dynamic and effective staff and, because of its own strong practice as a school that trains and develops its staff (with a current bid to be designated formally as a training school), has a number of teachers who will be ready to move on to take leadership opportunities in a new school as a result of their experience at Mossbourne. In addition, the school can draw on all of the Executive Principal's experience as a National Leader in Education, and his work as educational director of the well-regarded ARK academies. (Further details will need to be supplied after discussion with the school.)

Section 4: Educational Plan

4.1 Compliance with Funding Agreement

As an Academy currently operating under a Funding Agreement with the Department, Mossbourne fully understands and accepts the need for full compliance with a similar Agreement for the new school. It will provide, through effective governance and management structures, that arrangements are in place to ensure that all accountability requirements are met, including financial and accounting requirements, that all required information is supplied and that all such conditions as shall be set out within the Agreement are satisfied.

The following sections of the Plan will show how the new school will fully satisfy all criteria for the curriculum and organisation of students' learning, will be fully inclusive, replicating the excellent practice established at Mossbourne for students of different abilities and special needs, will put in place structures to guarantee excellent behaviour and attendance, as already exist and are exceptionally effective at Mossbourne, and will build on the very good community links that are current.

It should be noted especially that the new school will operate in a strong partnership with Mossbourne, one that will have great benefits in terms of shared leadership and staffing expertise and in offering a comprehensive curriculum, through the sharing of available options and resources. Thus the school will fully meet all of the criteria that have been set out:

- a broad and balanced curriculum;
- a viable curriculum plan with appropriate focus on core areas of learning. This includes the core subjects of English, mathematics and science, and has regard to the need to support young people to achieve the English Baccalaureate, not least because of its high commitment to languages, history and geography, and science for all, including the three separate sciences for many ;
- a clear strategy for ensuring that the needs of pupils with different abilities are met;
- a clear definition of success and how it will be measured;
- a sound approach to behaviour management and attendance;
- fostering good community relations and promoting an active contribution to modern British society, in line with the Equality Act.

4.2 Admissions

Mossbourne Community Academy is fully compliant with all aspects of the Schools Admissions Code, and it will ensure that this is equally true for the new school, which will act in accordance with the good practice established at Mossbourne.

All learners are welcome, regardless of age, ability, gender, ethnic origin, personal circumstances or need.

Admission arrangements will be the subject of consultation with the Learning Trust and the Department for Education to ensure a comprehensive and inclusive intake. Mossbourne has developed a strong system of analysing the data on applicants in order to balance the profile of students fairly, and would apply similar methods of reviewing applicants for the new school.

As a heavily over-subscribed school, Mossbourne has developed and made public its over-subscription criteria. These are based on a strong commitment to equal opportunity and access; the fact that so many parents have been unable to secure a place at Mossbourne once these criteria have been applied is a strong reason for setting up another school which will offer places to many of those unable to get into Mossbourne.

The processes that we shall follow mirror those currently in place for Mossbourne, as follows:

Determined admission arrangements for the admission of pupils

Process of application

The school will take part in the Hackney Learning Trust's co-ordinated admissions scheme and will use the following timetable for applications each year (exact dates within the months may vary from year to year) agreed by the Learning Trust, which are intended to secure a co-ordinated approach to admissions for parents/carers and pupils:

- a. **September:** the school will publish in its prospectus information about the arrangements for admission the following September (eg in September 2012 for admission in September 2013), including criteria for dealing with over-subscription. This will include details of open evenings and other opportunities for prospective pupils and their parents to visit the school. The school will also provide information to the Learning Trust for inclusion in the composite prospectus, as required;
- b. **September:** the school will hold open evenings/ opportunities for parents to visit;

- c. **October:** the closing date for application forms to be returned;
- d. **November:** applications will be considered as part of the Learning Trust's **coordinated admission arrangements.**
- e. **December - January:** applications will be considered by the school and a list of applications ranked in accordance with the oversubscription criteria which will have been sent to the Learning Trust;
- f. **March:** - offers of places notified in writing to parents by the Learning Trust.

Consideration of applications

The school will consider all applications for places. If fewer than 120 applications are received, the school will offer places to all those who have applied, with the exception of conditions outlined in the following paragraph.

The school may refuse admission to particular applicants in certain cases where fewer than the published admission number have applied. The ability to refuse applications applies to applicants who have been permanently excluded from two or more other schools and runs for a period of two years from the date of the applicant's last exclusion. Exclusions that took place before the child concerned reached compulsory school age do not count for this purpose.

The school may also refuse admission to pupils (other than in the normal year of entry) in the specific and limited circumstances described in Paragraph 3.32 of the Schools Admissions Code (Feb 2010). In all the circumstances described in this clause, however, the Secretary of State may direct the Academy to admit such a pupil and that direction shall be binding on the Academy.

Procedure for allocating places, including dealing with over-subscription.

All children applying for a place at the school will sit the GL Assessment's Verbal and Non-Verbal Reasoning test for the purpose of placing them into one of four ability bands. Children with statements of special educational need (SEN) and children in public care (see below) who do not take the test will be allocated to the appropriate band on the basis of an alternative appropriate assessment.

The school will offer 50% of the places in each band to the pupils who live inside the inner zone, defined as living at an address located within 1000 metres of the front gate of the school measured in a straight line. 50% of the places in each band will be allocated to pupils living outside of this. Pupils with statements of SEN for whom the school is named on the statement are admitted ahead of other applicants but will be included in the band allocation for the zone in which they live.

Note 1: Children cannot fail the GL assessment tests and therefore any request to re-sit the test will be refused.

Note 2: A computerised geographical information system (GIS) will be used to measure distances. The School is unable to undertake measurements for individual parents by request.

If there are more applicants than places available within the inner zone places will be offered in the following order:

I Children in public care

II (once the school has been established for more than one year) Children with a brother or sister on roll at the school at the time of the proposed admission;*

III Children whose acute medical or social need justifies a place;**

IV All remaining places will be allocated by a computerised random allocation (lottery) system within each band.

Note 1: If in any Band there are fewer than the required number of applicants from within the inner zone, all pupils will be offered a place and the remaining places will be offered to pupils living outside this area. If a band is still undersubscribed, all children falling into that band will be admitted and places will be filled from unallocated applicants from the next nearest band taking a child first from the lower Band and then from the higher Band in turn.

Note 2: Applicants with SEN but without a statement will receive equal consideration with other applicants.

If there are more applicants than places available outside of the inner zone places will be offered in the following order:

I. Children in public care.

II Children with a brother or sister on roll at the school at the time of the proposed admission*

III. Children whose acute medical or social need justifies a place; **

IV. All remaining places will be allocated by a computerised random allocation (lottery) system within each band.

Note 1: If in any Band there are fewer than the required number from outside the inner zone, then all pupils will be offered a place and the remaining places offered to pupils who live in the inner zone. If a band is still undersubscribed,

all children falling into that band will be admitted and places will be filled from unallocated applicants from the next nearest band taking a child first from the lower Band and then from the higher Band in turn.

Operation of waiting list

If the school is oversubscribed, unsuccessful applicants will be placed on a banded waiting list. The waiting list will be maintained until the 31st August. A new waiting list will be started on the 1st September in accordance with the midterm criteria set out below.

In-year admissions

The school will participate in the arrangements published by the Local Authority, which provide for the allocation of places in line with the school's admissions policy and the maintenance of a waiting list of pupils applying to the school, should no vacancies be available at the time of application.

In September, banded waiting lists will be maintained using pupils' band positions from secondary transfer. Pupils who have not taken the banding test will be allocated to the appropriate band on the basis of an alternative assessment: where possible Key Stage 2 (KS2) Standard Assessment Test results (SATs) will be used. Pupils will be admitted according to vacancies arising within each band and will be prioritised in the following order:

1. Children in public care
2. Children with brothers and sisters on the roll at the School at the time of the proposed admission
3. Children whose acute medical or social need justifies a place **
- 4a. Children living within 1000 metres. Places will be allocated by computerised random allocation (lottery) system within the appropriate band.

Or

- 4b. Children living further away than 1000 metres. Places will be allocated by computerised random allocation (lottery) system within the appropriate band.

Places will be offered to pupils under 4a and 4b on an alternated basis

Arrangements for admitting pupils to other year groups, including replacing pupils who have left the school, and for in-term admissions

The school will admit pupils in each year group up to the agreed admissions number, subject to there being vacancies, and subject to the provisions of clauses 15 and 16 of this policy in respect of the operation of a Waiting List.

Applicants applying outside the normal admissions period will be considered in accordance with the oversubscription criteria described above.

* Brothers and sisters must live at the same address as the child for whom the application is being made. This includes half brothers and sisters, step brothers and sisters and foster brothers and sisters who live at the same address.

**The school will make decision on such cases and will seek, if necessary, advice from the Health Service. These cases will always require supporting professional evidence, which has to demonstrate why the child should be given a place at the school rather than any other school and it is the responsibility of the parent to produce the evidence.

4.3 Curriculum and Organisation of Learning

The curriculum at Mossbourne entirely covers the requirements of the National Curriculum in both of Key Stages 3 and 4, and in addition makes available additional academic and vocational courses that provide enrichment and help to meet each student's needs. It is also a curriculum which is potentially well geared to the requirements of the English Baccalaureate, with 33% of Year 11 students (over twice the national average) already reaching the full criteria in 2010, but an expectation that this will rise to 70% in 2013. The curriculum proposed for the new school will ensure the vast majority of students in Key Stage 4 study the core subjects of mathematics, English, Double or Triple science, history or geography and at least one eligible language. We confidently expect that the substantial majority of students will achieve the English Bac because the curriculum will enable them to do so: we would set an initial target of **70% of students** in Year 2016/17, the first year of GCSE in the new school. The school has, however, stressed the importance of fully recognising achievement in vocational courses, and hence these will be added in addition.

The school will, as Mossbourne does, insist on a strong subject-based curriculum - one with good variety and opportunity for students at all levels to take courses geared to their own needs and abilities, in addition to a strong central core. For example, providing enrichment opportunities (such as Latin) will help to cater for the highest achievers, while subjects with a clear vocational orientation will offer relevant challenges to many students. The curriculum will be a broad, balanced and relevant one which will prepare students for the end-of-Key Stage assessments, including Key Stage 3 assessments, GCSE, the English Baccalaureate and Advanced Level

examinations (AS and A2). We shall also build on Mossbourne's experience of vocational options for students from Year 10. The structure will therefore be based closely on the Mossbourne curriculum, with the following table giving the pattern that is planned. The projections for teaching periods and staffing derive directly from the curriculum diagram set out below.

The curriculum model at Mossbourne is based on the eight Learning Areas, an effective structure we propose to carry forward for the new school:

LANGUAGES

English: Language and Literature, Literacy

Modern Foreign Languages: Spanish,
German, French

Classical languages: Latin

MATHEMATICS

Numeracy and Mathematics

SCIENCE

Science

Health and Social Care

HUMANITIES

History, Geography, Religious Education, Personal Health and Social Education &
Citizenship

Psychology

Sociology

Philosophy & Ethics

Life skills

EXPRESSIVE ARTS

Drama

Music

PHYSICAL EDUCATION

BUSINESS STUDIES & ICT

Business Studies

Information and Communications

Technology

Work Related Learning

TECHNOLOGY

Art

Design Technology: Food, Resistant

Materials, Textiles, Electronics,

Robotics & Computer Aided Design

Each of these curriculum areas is housed within a **specialist physical area of the school**, clearly distinguished and recognisable.

A broad-based academic and vocational curriculum is offered, with a combination of setting and mixed ability groups. Core subjects, English, Mathematics, Science,

Modern Languages, ICT and the Humanities are set according to ability, whilst Music, Drama, Dance, P.E., Art and Design, and Technology are taught in mixed ability groups.

Personal, Social and Health Education, which includes a Citizenship programme, is delivered on discrete days, during which the Academy's timetable is suspended for all students.

Technology includes the study of Art, Resistant Materials, Graphics, Food Technology, Robotics, Electronics and Textiles.

All students are prepared to enter an appropriate range of public examinations. They will normally take at GCSE a minimum of 9 and up to 11 subjects: English Language and Literature, mathematics, core and additional science (with separate physics, chemistry and biology available for many), a modern foreign language and a humanities subject for most students, and additional optional subjects. Beyond GCSE courses, we offer a range of tailored courses, including vocational BTECs, Certificate of Personal Effectiveness (CoPE) and Work and Life Skills.

The range of sixth form options, which we would expect to be equally available to the new school through shared arrangements, is currently as follows:

AS/A2 Art and Design	AS/A2 Biology	AS/A2 Business Studies
AS/A2 Chemistry	AS/A2 Drama and Theatre Studies	AS/A2 Economics
AS/A2 English	AS/A2 French	AS/A2 Geography
AS/A2 German	AS/A2 History	AS/A2 ICT
AS/A2 Latin	AS/A2 Mathematics	AS/A2 Music
AS/A2 Resistant Materials	AS/A2 Textiles	AS/A2 Physics
AS/A2 Spanish	AS/A2 Psychology	AS/A2 Philosophy & Ethics
AS/A2 P.E.	AS/A2 Accounting	AS/A2 Classics
AS/A2 Government & Politics	AS/A2 Media Studies	
BTEC National in Business	BTEC Nationals for ICT Practitioners	BTEC Health and Social Care

There are two routes of entry to the sixth form at Mossbourne; both internal and external pupils will be expected to meet these academic entry requirements. Each has its own minimum entry requirements as stated below:

Route One: Level 3 Qualifications (AS Level)

Applicants will have gained 7 A*-C grades including English and Maths. In addition a minimum of 4 B grades are required, and should be relevant to their chosen AS level subjects.

Route Two: Vocational Qualifications (BTEC)

BTEC Health and Social Care
 BTEC ICT
 BTEC Business
 BTEC Business and ICT

The pattern of the school term and year will follow that in place for Mossbourne Community Academy. There will be a school year of 38 weeks (190 days), divided into three terms: we have not been persuaded of the advantage of a change to a five-term pattern. Lesson length is normally one hour, which we believe minimises disturbance through change-overs, and the pattern of the school day is as follows:

Time	Key Stage 3	Key Stage 4	Key Stage 5
08:30	Registration/Assembly		
08:50	Period 1	Period 1	Period 1
09:50	Period 2	Period 2	Period 2
10:50	Break	Break	Break
11:10	Period 3	Period 3	Period 3
12:10	Period 4	Period 4	Period 4
13:10	Lunch	Lunch	Lunch
14:10	Period 5	Period 5	Period 5**
15:10	Extension	Period 6*	Period 6**
16:10			Period 7**

* Normal lessons Monday and Tuesday, intervention Wednesday - Friday

** Used for Enrichment (UCAS preparation) on Wednesday

Curriculum (hours per week)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Maths	4	4	4	4	4		
English	4	4	4	4	4		
Science	4	4	4	5	5		
Technology	2	2	2				
ICT	1	1	1				
Language	3	3	3	3	3		
Humanities	3	3					
Geography/History			3	3	3		
Religious Education			1	1			
P.E.	2	2	2	1	1		

Drama	1	1	1				
Music	1	1	1				
Extension & Enrichment	2	2	1				
Options				6	6	20	15
Total	27	27	27	27	26	20	15

This curriculum translates, for a 120-student year group, as five teaching groups of 24 for core and most other subjects.

Number of Classes (maximum)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Maths	5	5	5	5	5	3	2
English	5	5	5	5	5	3	2
Science	5	5	5	5	5	5	5
Technology	6	6	6				
ICT	5	5	5	2	2	1	1
Language	5	5	5	5	5	2	2
Humanities	5	5					
Geography/History			5	7	7	2	2
Religious Education			5	5		1	1
P.E.	5	5	5	5	5		
Drama	5	5	5	2	2	1	1
Music	5	5	5	2	2	1	1
Extension & Enrichment	5	5	3				
Business Studies				2	2	1	1
Statistics				1	1		
BTEC Health & Social Care				1	1	1	1
BTEC Business				1	1	1	1
Fine Art				1	1	1	1
Food Technology				1	1		
Resistant Materials				1	1	1	1
Textiles				1	1	1	1
Sociology				1	1	1	1
GCSE P.E.				1	1		
Psychology				1	1	1	1
Other A Level subjects						3	3
Total	56	56	59	55	50	30	28

Number of teaching periods per week (xy)

The figures in the table below are the product of the number of teaching groups (x) and the number of periods a week for each subject (y)

	2012	2013	2014	2015	2016	2017	2018
Maths	20	40	60	80	100	115	125
English	20	40	60	80	100	115	125
Science	20	40	60	85	110	135	160
Technology	12	24	36	36	36	36	36
ICT	5	10	15	21	27	32	37
Language	15	30	45	60	75	85	95
Humanities	15	30	30	30	30	30	30
Geography/History	0	0	15	36	57	67	77
Religious Education	0	0	5	10	10	15	20
P.E.	10	20	30	35	40	40	40
Drama	5	10	15	21	2	7	12
Music	5	10	15	21	2	7	12
Extension & Enrichment	10	20	23	23	23	23	23
Business Studies				6	12	17	22
Statistics				3	6	6	6
BTEC Health & Social Care				3	6	21	36
BTEC Business				3	6	21	36
Fine Art				3	6	11	16
Food Technology				3	6	6	6
Resistant Materials				3	6	11	16
Textiles				3	6	11	16
Sociology				3	6	11	16
GCSE P.E.				3	6	6	6
Psychology				3	6	11	16
Other A Level subjects						15	30
Increase (y on y)	137	137	135	165	110	170	160
Total	137	274	409	574	684	854	1014
Average class size (school)	23.6	23.6	23.8	22.6	23.5	21.2	19.3

Number of Teachers

	2012	2013	2014	2015	2016	2017	2018
Principal	1	1	1	1	1	1	1
Vice Principals		1	2	2	2	2	2
Assistant Principals			1	1	1	3	3
HOLAs	2	2	3	4	5	6	6
Heads of Year	1	2	3	4	5	6	7
Post holders		2	4	6	8	11	13
Teachers	4	8.5	12	17	20	24	28
Total	8	16.5	26	35	42	53	60

Teaching hours

	2012	2013	2014	2015	2016	2017	2018
Principal	10	10	5	5	0	0	0
Vice Principals	14	14	12	12	12	12	12
Assistant Vice Principals	16	16	14	14	14	14	14
HOLAs	16	16	16	16	16	16	16
Heads of Year	16	16	16	16	16	16	16
Post holders	19	19	19	19	19	19	19
Teachers	20	20	20	20	20	20	20
Total	138	296	455	625	750	947	1081

A number of specific features of the Mossbourne model will be incorporated, with adjustments as required, into the approach adopted for the new school:

- The National Curriculum at Key Stage 3 is mostly delivered through discrete subjects
- ICT is treated as a core subject at KS3
- An intensive focus on the core skills is embedded across the curriculum
- Individual subjects work collaboratively in learning areas to pursue cross-curricular themes
- A curricular map for Key Stage 3 supports the planning such themes.
- There is an extension programme that develops the interests of all students and allows extra time for literacy and numeracy for those below level 4
- The curriculum is responsive to the needs and preferences of students: for example, Latin is offered in response to parental requests
- Gifted and talented students have access to a rigorous programme, including popular Saturday classes

Mossbourne has given a great deal of thought to how its curriculum will meet the needs and interests of all its students: this has indeed been the driving force for the current curriculum. Key strengths include: the extension programme, differentiated teaching, and working with vulnerable pupils and those with SEN and EAL needs.

Extension Programme

The statutory 25 hours per week of study is extended to 27 hours per week with students choosing personalised courses on top of their curriculum programme. This 'twilight' teaching helps students to build on their strengths and receive support to address weaknesses.

Differentiated Teaching

A strong emphasis on differentiated teaching and resources ensures that each student is fully included and challenged. Regular and consistent assessment, which tracks student progress across the curriculum, determines movement between sets and groups.

SEN

Students with special educational needs (see also the following section) benefit from a wide range of intervention programmes and receive additional support from teaching and non-teaching staff. Gifted and talented students are provided with a wide range of extension and enrichment activities, including the popular, termly Gifted and Talented Saturday programme.

The Academy screens and assesses pupils for Access Arrangements both for internal and public examinations. Parents/carers should contact the Head of Inclusion if their child requires this support.

EAL

We are particularly proud of our provision for students with English as an additional language (EAL), which is offered especially through our Saturday programme, which we would expect to be made available equally to students from the new school, with advantages in economy of scale:

Vulnerable students

The most vulnerable students in Years 7 to 9 have a highly differentiated and enriched curriculum delivered by specialist 'nurture' teachers, supported by well-trained teaching assistants. In Year 7 this facilitates successful transition and rapid progress for the most vulnerable students.

Saturday School Interactive English Lessons

At Mossbourne, we are running Saturday classes across the curriculum in order to help EAL students to achieve better across their curriculum subjects. English Lessons are particularly important to reach this aim.

Aim Higher English Lessons are running under the supervision of two highly qualified teachers to teach English as an Additional Foreign Language, throughout the year.

In the lessons, the teachers use various resources such as numerous course books and workbooks and internet resources.

Towards the end of the academic year, in June, the students will take the Preliminary English Test (PET) Exam, set by Cambridge University. This exam is designed for learners of English as an Additional Language and it is one level below GCSE Exams. The students learn how to pay attention to detail while improving their four major skills: listening, reading, speaking and writing. Last but not least, throughout the preparation period, the students will expand their active and passive vocabulary which will be beneficial to them while preparing for their future exams.

In our school, the biggest ethnic minority group belongs to the Turkish, Kurdish and Turkish Cypriot children who are just over 100 students.

Turkish Lessons

In the Academy, we are currently running, Turkish GCSE, Turkish GCE AS Level and A Level classes catering for those students who would like to take these exams, across all Year Groups. The students are exposed to various aspects of the Turkish Language in order to develop their Listening, Speaking, Reading and Writing skills along with their vocabulary.

The lessons are planned according to the topics the students are likely to encounter in the exams: Aspects of daily life (food, drink, family, transport), Leisure and entertainment (sport, tourism, leisure activities), Communication and Media with higher level topics of; Education, Society, Environment, Science and Technology.

These classes are of high importance to our Turkish/ Kurdish background students as they are given a chance to acquire the language of their ancestors as well as giving them the opportunity to identify with the society they live in. We believe it is crucial that our teenagers can learn about the history of their identities so that, they can pass their culture and knowledge on to the next generations.

Interpreting and Translation Services

In order to be able to liaise with the families in the most effective way to help cater for the children's problems, we provide interpreting services to all our dominantly Turkish speaking parents/ carers. This has not only helped strengthen the bonds between the Turkish community and Academy but also increased the confidence of the Turkish speaking families to contact us at any time, simply, for any child-related matter.

The support is extended by having an external interpreter for all years' Parents' Evenings. Furthermore, all important letters and booklets given out to the parents are translated into Turkish.

4.4 Special Educational Needs

The curriculum will be fully inclusive and will focus on the special educational needs of children at both ends of the ability spectrum with intervention programmes for those who enter the school below national norms as well as those on the Gifted and Talented register (see above).

All teachers at Mossbourne Community Academy are considered to be responsible for children with special educational needs and are accountable for their progress.* However some students will have additional input, which may include support from:

- A Learning Mentor
- A Teaching Assistant in class, in a group, 1:1 or in withdrawal
- A Learning Support Specialist Teacher in class, in a small group, 1:1 or in withdrawal
- An external specialist e.g. Speech Therapist or Educational Psychologist. A wide range of interventions are provided by the Curriculum Support Department (CSD).

The interventions used to support students are detailed on each student's Individual Student Provision Map.

Students with Statements of SEN, and those with more complex needs at School Action Plus, also have an Individual Education Plan.

The Curriculum Support Team

The CSD is located on the ground floor of the Year 7 building. The department is well equipped with ICT and appropriate software and resources to meet the needs of students. The Curriculum Support Team is led by the Head of Inclusion who is supported by the Teacher in Charge of the Autistic Resourced Provision. The CSD Team is made up a large number of staff with varying roles to meet student needs.

*A PowerPoint presentation is available at www.ncb.org.uk/cdc/Apainterpresentation.ppt. This gives a detailed illustration of the range of methods and interventions which Mossbourne employs, which are regarded as exemplary.

For students with identified Emotional, Behavioural and Social Difficulties (EBS), a range of interventions is in place, including mentoring, counselling, the use of the Learning Support Unit and referral to external agencies where appropriate. We would expect this battery of approaches, which has been effective in reducing the need for exclusions, to be fully in place for the new school.

The new school will be able to draw on the excellent practice established at Mossbourne. We note the following features:

- The great majority of students with SEN and/or disabilities are keen and committed, attend to their work very well and acquire knowledge, understanding and skills at an excellent rate. Our high expectations for the achievement of such students are something we would carry over into the philosophy and practice of the new school.
- Students with SEN or disabilities enjoy full participation in lessons. Well-trained support staff help them to develop as independent learners.
- In relation to value-added measures, all SEN students have achieved in line with or better than expectation, with strong positive value added scores overall.
- Students with SEN and/or disabilities make outstanding progress across the full range of subjects. Courses developed and differentiated to meet their needs include ASDAN Life Skills, COPE, Certificate Courses and Nurture Set Teaching
- The good progress of the 15 students in the Autism Resourced Provision has been noted and praised by the National Autistic Society.
- The small number of looked-after children are assigned to a dedicated learning mentor and their progress, which is good, is monitored by regular reviews.

In particular, we shall follow the strongly-developed Mossbourne practice of focusing sharply on students' basic skills (oracy, literacy, numeracy and ICT). Catch-up literacy and numeracy extension classes close the attainment gap significantly by the end of Year 7, and there is a significant reduction between the end of Key Stages 2 and 3 in the number of students placed in the lowest attainment band (using Fischer Family Trust (FFT) data). Students placed on literacy interventions in Year 7 have made better than expected progress in the development of literacy skills, both in decoding and comprehension, as measured by the National Foundation for Educational Research (NFER) Single Word and Group Reading Tests.

4.5 Organisation of pupils

The following table shows the expected numbers from the school's opening in 2012 until it reaches its 'steady state' full capacity of 800 students.

Number of students	2012	2013	2014	2015	2016	2017	2018
Year 7	120	120	120	120	120	120	120
Year 8		120	120	120	120	120	120
Year 9			120	120	120	120	120
Year 10				120	120	120	120
Year 11					120	120	120
Year 12						100	100
Year 13							100
Total	120	240	360	480	600	700	800

Arrangement of Groups

At Mossbourne, there are 8 tutor groups in each of the years 7 through to 11 containing an average of 25 students. These are split into two blocks of equal ability, containing four teaching groups with an additional fifth 'Nurture' set on one half of the year group. Students are set within each block in most subjects; the setting arrangement allows for smooth movement of students between sets. We expect to follow this plan in essence, except that with the scaling down of overall numbers there will be **5 tutor groups of 24 students** in each year. The curriculum, as set out above in diagrammatic form, translates, for the 120-student year group as five teaching groups of 24 for core and most other subjects. As the school develops, the pattern is expected to remain constant for Years 7 to 9 and in core elements of Years 10 and 11; option group sizes will vary for Years 10 and 11.

The school will use a combination of mixed ability and setting. There is no expectation for mixed age classes or vertical grouping. Timetable blocks are designed to permit setting arrangements to be made within each Learning Area, and also to permit the creation of the nurture groups. Our ethos means that we believe it is important to place students of all abilities together socially and for those learning activities where a full ability range is not detrimental to progress. However, we recognise that the demands of teaching academic subjects across a full ability-range are extremely high, and our experience at Mossbourne has been that the use of setting enables teachers to match the material to students' learning needs most effectively.

It is not possible at this stage to go into fine detail about the organisational arrangements for groups with particular learning needs. These will come within the

overall plan for 'enrichment and extension', and will be planned closely in cooperation with Mossbourne, using the facility for sharing resources wherever possible.

4.6 Pupil development and achievement

The whole focus of the new school's effort will be on ensuring that all students achieve the highest possible success – academically, personally and socially. Students are deemed to be successful if they make

- **at least as much academic progress as expected from their prior attainment.**

However, simply doing as well as predicted does not, in our view, offer sufficient challenge. For academic achievement, all students at Mossbourne are set **demanding individual targets** in relation to their prior attainment, and the school has set and surpassed its overall exacting targets of:

- **80% of students achieving at least 5 higher grades in GCSE.**
- **Being in the top 5% of schools on value added measures.**

This practice of setting **specific, stretching but achievable** goals will be replicated for the new school. The new school will follow Mossbourne's practice in not only setting and regularly reviewing individual targets systematically throughout a student's career at school, but will also seek to secure full triangulation through its regular, detailed use of self-evaluation, through the comprehensive monitoring led by the SLT, through public data, especially as recorded by RAISEonline, and through use of external assessors – as well as by the use of detailed surveys of students' and parents' attitudes (such as the Kirkland Rowell Attitudinal Survey carried out in June 2009). The very high percentage satisfaction rates which these surveys reveal is a source of satisfaction but not complacency, as the data are always analysed to find ways to effect further improvement and to set future targets.

A continued high level of participation in education and training post-16 is a particularly important target for the school and will become so for the new school.

The evidence of our success in academic achievement has been presented above: the results speak for themselves. As for students' personal development, we are proud of how well our students turn out as responsible, well-mannered individuals who impress employers and universities by their attitudes and commitment. In our self-evaluation report we noted the following points about Mossbourne students' development, and are sure that similar benefits would be experienced by those attending a new school with similar philosophy and ethos.

We note the following specific features of students' life at Mossbourne which we see as providing an excellent pattern for the new school to follow:

- Our students develop a clear sense of right and wrong and a good understanding of the consequences of their actions
- Students' interest in investigating and offering reasoned views about moral and spiritual issues is demonstrated by the popularity and success of the debating

- society, which regularly wins competitions against older students from fee-paying schools
- Students demonstrate their compassion for others by annually raising £10,000 in the sponsored walk and through sponsoring staff for national charities to run in the Bath and London Marathons
 - Students' interest in learning about themselves, others and the world about them is evident from student tracking and lesson observations across the curriculum
 - There is excellent harmony between different racial groups: students enjoy working and socialising with others from different religious, ethnic and socio-economic backgrounds
 - Numerous trips give students opportunities to experience learning beyond the classroom and develop socially (sports tours, skiing trips, team-building activities and subject enhancement excursions)
 - A strong understanding of cultural diversity is developed through the Academy's curriculum
 - Attendance at Saturday School enrichment opportunities such as Gifted and Talented Days is often over 100 students.

We recognise fully that it is not enough to measure success through examination results, although we are of course focused strongly on these. In addition, we acknowledge the broader range of success criteria both for individuals and schools, especially as recorded from the evidence of Ofsted inspection and public data, including performance tables.

Central to the monitoring of performance and measuring of success is the work of the Senior Leadership Team (SLT). This is discussed further on in the submission under 6.5 Leadership and Staffing, since we see quality assurance in these areas as central to establishing confidence in our capacity and capability to set up a new school. We have set up a number of strong systems which underpin how we currently measure our success and that of our students. A number of key points are set out below:

- **Assessment:**
 - We have a proper recognition of the importance of both formative and summative assessment, and including especially the principles of assessment for learning underpins our approaches. In particular, we believe in and have established thorough systems for marking, recording and assessment which are outlined in the school's assessment policy, which will provide the basis for the new school's practice.
 - Staff receive SIMS Assessment Monitor training to ensure that they are fully confident with how to analyse student data. This has been a powerful tool in raising attainment and targeting underachievement, and would be given to staff at the new school
 - Our policy spells out how students' work is to be marked and graded (according to levels of performance), so that students know how they are doing and how they can improve. It also insists on the use of

constructive written comments, oral feedback, and use of peer- and self-assessment

- Internal examinations make staff and students aware of current attainment levels and what skills need further development.
- We report to parents three times a year, with evidence of current attainment, targets and any concerns. At parents' evenings, we deliver training on how to understand and interpret grades and how to support their child effectively.

- **Leadership and management**

- The Principal and SLT must (and do) set ambitious targets for the school for all key stages – pitching these well above national norms both for raw and for value added scores. (For example, the new school should have a target to be in the top 5% of school nationally for value added.
- The SLT must, with the rest of staff, monitor and evaluate the school's performance regularly. This will entail formal scrutiny of attainment data for each year group and for each student, to make sure that targets are met.
- Middle managers must report regularly to the SLT, through regular meetings and diaries on quality of teaching and learning, scrutiny of students' work, and measures taken to improve the performance of individual students.
- The SLT has a clear responsibility for leading on lesson observation on a regular basis, with their assessments validated by trained Ofsted inspectors.
- Members of the SLT, as well as Heads of Learning Areas and other teachers as appropriate, offer additional quality assurance through checking students' planners, scrutinising exercise books and discussion with students.
- Priority is given to teaching and learning in the school's INSET programme, and exacting targets are set for successful lessons.
- Delegation to Heads of Learning Areas takes the good practice in management down to the next level, through such methods as the setting and reviewing of departmental plans.
- Although standards in behaviour and attendance are very high, there still need to be targets to aim at improving even this level of performance.
- The rigour of the school's performance management system is fundamental, in order to ensure that success is not jeopardised by teaching that is below the expected norm of being at least good.

4.7 Behaviour and attendance

Behaviour

The strictness of the Mossbourne approach to behaviour management and the disciplined classroom and school, though still somewhat controversial in some quarters, should be seen as fundamental to the way a new school sponsored by Mossbourne will operate. It is taken as axiomatic that students learn best in a calm, purposeful atmosphere. This is in no sense a repressive or negative régime, since the orderly, controlled classroom is the prerequisite for stimulating teaching (which indeed itself contributes greatly to the maintenance of good order) and motivated, focused learning. Absolute clarity over expectations of standards is as important in establishing how young people behave as it is in promoting high academic achievement. Education is concerned with the development of the whole person: the student needs to acquire a strong sense of moral purpose and self-awareness in relation to others, allied to an unremitting work ethic. The key to achieving such high standards is consistency: consistent approaches and styles of teaching; consistent and vigilant enforcement of the behavioural code, within the 'no excuses' culture; and consistent concern for the inclusion and success of every single student.

The above summary underlines that behaviour management is seen as a prerequisite for effective learning and that at Mossbourne it is extremely effective. Indeed, the 2010 Ofsted report described Mossbourne as a “haven that is created where students can enjoy high quality learning free from disruption. By so doing the academy transforms the life chances of its students.” A student put it simply but effectively: “The teachers deal with problems properly and quickly.”

The objectives of the Academy Behaviour Policy, which essentially will be the same for the new school, are to:

- ensure that the Academy is a safe and supportive environment for all
- ensure that all members of the Academy community are shown respect and show respect for others
- encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- ensure that the environment, curriculum, other factors within the Academy's control are monitored to ensure the promotion of good behaviour
- ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to pupils' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents through the **Home/Academy Agreement**, which will be kept under review in consultation with pupils and parents.

The policy aims to:

- reflect the values expressed in the Mission Statement
- make clear the positive and constructive rules of conduct as agreed by the board of Trustees, staff, parents and pupils
- Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.

In our statements, we have made it clear that at Mossbourne we believe the most effective way of managing behaviour is to **praise and reward good behaviour**.

Where pupils are having difficulty conforming to the **expected standards of behaviour in the Academy**, various strategies may be employed to help them to improve.

The use of the **Daily Report Form** serves the dual purpose of enabling the monitoring form tutor and year head to keep a check on behaviour and of giving the pupil an instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many pupils actually enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping.

It is also recognised that **Target Setting** is relevant to behavioural as well as academic issues, and pupils are set realistic, achievable targets, for example in their Individual Educational Plans (IEPs) and action plans, or in a separate 'contract' drawn up by a head of year in the light of a specific incident.

One to one sessions with specialist teachers or a Learning Mentor are also used to help pupils to develop strategies to improve their behaviour. Where appropriate, 'time out' will be allowed for pupils to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/Learning Mentor. In the matter of bullying, the peer supporters' scheme offers pupils the chance to discuss their feelings with older pupils. There are also drop-in groups which encourage pupils to seek support in a less formal way.

For those pupils whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the Academy altogether due to disaffection, a **Pastoral Support Programme (PSP)** will be organised which will involve external services.

Overall, in accordance with our mission statement, we recognise the value of each and every pupil and commit to ensure that all are given the fullest encouragement and support to achieve their potential. Mossbourne aims to provide support, both educationally and pastorally to enable all its pupils to make informed choices and to receive positive help should problems arise. This policy on behaviour follows the same principles as all other Academy policies, acknowledging that young people can be very vulnerable and meeting their needs must be our main concern and responsibility.

The reasons for our success therefore are not down to any single 'silver bullet': it is a matter of being **persistent and consistent**, with complete transparency over systems, sanctions and rewards. Strong, well-used lines of accountability are central to success, but so too is the full recognition by staff that this is a matter for everyone. It would be wrong to underestimate the place of disciplined drills: the start-of-lesson recited mantra is among other things a striking way of establishing good order, but there is no substitute for teaching which is genuinely stimulating, scholarly and engaging – which is one reason why a sustained and regular programme of lesson observation and in-service sessions devoted to high quality teaching and learning are fundamental, and will be put into practice from the outset at the new school.

Some specific points to note in summary, therefore, are the following:

- The students adhere to the behaviour policies of the Academy, which set clear boundaries for students and levels of expectation for staff
- The positive ethos of the Academy is reinforced through informal and formal praise and a structured reward system: this includes regular notes of recognition to school staff and to parents/carers as well as tangible rewards such as certificates, tokens, trips or whole class treats
- Strong pastoral systems are well-established
- There is a healthy balance between rewards and sanctions
- There is a firm line of responsibility for the rewards system through a member of the SLT.

Attendance

The same principles hold good for attendance, on which Mossbourne also has an exceptionally strong track record.

- As a result of our rigorous attendance policy and strong systems covering persistent late-comers and students causing concern over attendance, attendance has been at about 96% (Hackney 93.4%; national 92.7%), Those classified as persistent absentees are below 2% (Hackney 5.3%; national 6.4%)
- In a recent survey, 80% of parents stated that truancy control is outstanding, and 90% of students say they know that if they were to miss lessons deliberately they would be punished.

Aspects of Mossbourne's practice which have contributed to this strong performance include the following, which are points that will be noted and acted on in setting up the new school:

- The ICT-based system is very effective in permitting accurate recording and efficient monitoring of any poor attendance among students
- A positive approach to attendance, including rewards, is in evidence and was noted by the journalist John Humphrys when he visited the school: 'The new bicycle hanging suspended from one wall in the splendid atrium is a form of bribe to children who might play truant. They can win a new bike if their attendance record is good enough.'
- Teachers are vigilant over attendance throughout the day, not only at initial registration times, so that 'selective truancy' is reduced to a minimum
- Close liaison with the local services is vital in following up individual cases of regular unauthorised absence, although these are rare
- There are clear sanctions for missing lessons: in a survey, 90% of students said that they knew that they would be punished if they deliberately missed lessons
- The Mossbourne attendance policy will be made available to the new school and form the basis of its practice.

4.8 Community engagement

In a multi-ethnic and multi-cultural community, we place a strong premium on the way in which we celebrate cultural diversity and promote cultural harmony. We are fully cognisant of the need to operate within the stipulations of the Equality Act (2010) and are particularly proud of Mossbourne's reputation as a school which is virtually free from racially-motivated incidents, in an area where inter-racial tension is by no means unknown. Just 0.3% of all incidents recorded in the school's information management system are connected to race, and survey data confirm that both parents and

students find the Academy promotes racial harmony and treats all students equally and fairly. These principles will guide the setting up of the new school. .

Members of the local community are welcomed and encouraged to be active participants in the life of the Academy.

One way in which Mossbourne has demonstrated its commitment to the local community is through its collaboration with other schools. The successful work it has done in partnership with Haggerston is described in Section 6 on 'capacity and capability'. In addition, Mossbourne staff have supported a range of Hackney primary schools on literacy and numeracy programmes for Year 5 and Year 6 students. These extension programmes, held mainly on Saturday mornings, have undoubtedly helped to raise standards at Key Stage 2 in the Academy's main feeder primary schools.

A further strength which we would expect to carry over into the new school is our engagement with parents and carers. We would intend to develop similar systems (where possible, with shared resources) to ensure effective liaison with parents, such as:

- the employment of a parent liaison officer
- the provision of translators, where necessary, at meetings with parents
- a complaints protocol whereby two named members of the Senior Leadership Team meet and record minutes of meetings with parents who have concerns
- an annual parental survey conducted by an independent agency to ensure impartiality
- personalised contact with hard-to-reach parents, for example through off-site meetings and the support of external liaison officers
- very high levels of satisfaction: 87% of parents state that communication is good or better
- very high (95%) turn-out at parents' evenings
- an active PTA with 79% of parents attending at least one PTA event in a year

We place a strong emphasis on developing partnerships with external agencies. These include:

- partnerships with **other schools**, for example:
 - Saturday booster classes in literacy and numeracy for underachieving students from primary feeder schools
 - Support to staff and students to raise attainment at the neighbouring Haggerston School
- Partnerships with **local services**, for example:
 - Close liaison with the attendance team, the Traveller liaison officer and the SEN team at the Hackney Learning Trust
 - Strong links with the Primary Care Trust
 - Effective contact between the pastoral staff and other services, including the Educational Psychology Service, speech therapists, drama therapist, social workers

- Partnerships with **other agencies**, including:
 - The City Programme, which gives a taste of City life and potential careers
 - Visits by Year 8 students to central London businesses
 - Participation by students in City Brokerage Scheme workshops.

We shall expect the new school to follow Mossbourne's example as a beacon of good practice in promoting community cohesion. The Academy's mission, which will apply equally at the new school will be:

- To transform the life chances of students growing up in the fourth most deprived local authority in the country
- By the combination of raised aspirations high levels of attainment and participation in extended learning, to reduce dramatically the likelihood of anti-social or criminal behaviour
- To give a real sense of pride to local parents and students, and to local residents and businesses.

Students are given opportunities to develop as active citizens and members of the community through varied learning opportunities, assessments and mentoring to support their development. For example:

- 44 students have volunteered in the community through their participation in the Duke of Edinburgh award scheme
- collaboration with the Centre for Peaceful Studies to create an innovative Student Voice project that trains student facilitators in the use of non-confrontational communication
- students work regularly with the very active Mossbourne Community Parents' Association to organise community events
- students engage enthusiastically with Enterprise days planned in partnership with Inspire (Hackney's Education Business Partnership)
- students in Year 12 have recently elected to set up a Young Enterprise company as part of the enrichment programme.

Section 5: Evidence of Demand and Marketing

5.1 Demonstrating parental demand

Since opening, Mossbourne has been the most oversubscribed school in Hackney. This year, the school has received over **1400 applications** for its Year 7 intake of 180 students, with over 800 first or second choice preferences. This year there were no fewer than 200 appeals against not receiving a place, such is the passionate desire for children to receive an education such as ours. The Sixth Form has received over 300 applications for 150 places in Year 12, including 130 external applications. From discussions with parents unable to secure a place for their child, we are aware how high are the levels of disappointment and hence the above figures themselves offer overwhelming prima facie evidence that a new school like Mossbourne would be guaranteed a high level of take-up. Our informal means of assessing local demand, through word of mouth and local networks, amply confirm the exceptionally high level of local demand for such a school.

The parental survey carried out in support of this submission has shown the following results. We have the record of parents' names and postal/email addresses. The survey asked a number of questions, of which the first of those listed below was the critical one:

PARENTAL SURVEY 2011

Key Questions:

1. Would you like to send your child to Mossbourne or a Mossbourne-supported new secondary School
2. Have you already been disappointed in not receiving a place in Yr 7 intake at MCA?
3. Would you support additional secondary school places in Hackney under the Sponsorship of MCA
4. Would you be interested in joining the campaign for a new Mossbourne-supported secondary school
5. What is your postcode
5. Would you like to be updated on our progress (Postal or e-mail address)
6. Any further comments

RESULT

134 Responses of which **119** would like to send their child to Mossbourne or a Mossbourne-supported new secondary school. **15** not in favour.

Age Range	Post Code	Would you like to send your child to Mossbourne or a Mossbourne-supported new secondary school?	
		Yes	No
<u>Age: 8 - 9</u>	E8		1
	No postcode		1
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	E8 [REDACTED]	1	
	E5 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E5 [REDACTED]	1	
	E8 [REDACTED]		1
	E8 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
	E9 [REDACTED]	1	
	E8 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	E9 [REDACTED]	1	
	E8 [REDACTED]	1	
	E8 [REDACTED]	1	
N1 [REDACTED]	1		
E8 [REDACTED]	1		
E5 [REDACTED]	1		
E5 [REDACTED]	1		
E8 [REDACTED]	1		

-	E5 [REDACTED]	1	
-	E8 [REDACTED]	1	
-	E9 [REDACTED]	1	
-	E8 [REDACTED]	1	
-	E14 [REDACTED]	1	
-	E8 [REDACTED]	1	
-	E8 [REDACTED]	1	
-	E7 [REDACTED]	1	
	E8	1	
	E8	1	
	E8	1	
	E9	1	
	E14	1	
47(3)	50 responses		
Age: 10 -11	E9 [REDACTED]	1	
	N1 [REDACTED]	1	
	E8 [REDACTED]	1	
	E5 [REDACTED]	1	
	N16 [REDACTED]	1	
	E5 [REDACTED]	1	1
	E5 [REDACTED]	1	
	N16 [REDACTED]		1
	N16 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]		1
	E5 [REDACTED]	1	
	E8 [REDACTED]	1	
	E9 [REDACTED]	1	
	E9 [REDACTED]	1	
	E9 [REDACTED]	1	
	E5 [REDACTED]	1	
	E9 [REDACTED]	1	
	E9 [REDACTED]	1	
	E5 [REDACTED]		1
	E8 [REDACTED]	1	
	E5 [REDACTED]		1
	N16 [REDACTED]	1	
	E5 [REDACTED]	1	

E5			1
E5		1	
E5		1	
N16		1	
N16		1	
WC1X			
		1	
E9		1	
E5		1	
E5		1	
N1		1	
E5		1	
N1		1	
E5		-	-
E9		1	
E5			1
E5		1	
N16		1	
E5		1	
N1		1	
E5		1	
E8		1	
E9		1	
E5			1
E9		1	
E8		1	
E5		1	
E9		1	
E5		1	
E9		1	
E5			1
E5		1	
E5		1	
E8		1	
E5		1	
N1		1	
E8		1	
N16		1	
N1		1	
N6		1	
E5		1	
E5		1	

72 (12)	E8 [REDACTED]	1	
	E8 [REDACTED]		1
	E5 [REDACTED]	1	
	E9 [REDACTED]	1	
	N16 [REDACTED]	1	
	N16 [REDACTED]	1	
	N1 [REDACTED]	1	
	E5 [REDACTED]	1	
	E5 [REDACTED]	1	
	N16 [REDACTED]	1	
	N16		1
	E5		1
	E5	1	
	E9	1	
	E5	1	
	E8	1	
	N16 [REDACTED]	1	
	<u>TOTAL</u>	119	15

It should be noted that, because of the late timing of the decision to proceed with this submission, after many discussions with the DfE and others, it was, regrettably, not possible in the available days to obtain responses from parents/carers of a greater number of Year 4/5 pupils. Because of this, we fully intend in the near future to conduct a follow-up survey in order to gain responses for further pupils in this age-range, as part of our continuing activities to gather evidence of demand. We are very confident that the evidence that we have, from application numbers and the above survey, of the exceptional popularity of Mossbourne means that we shall easily be able to recruit up to the intended target of 120 pupils a year. However, with time for a follow-up to our survey we shall be able to demonstrate more comprehensively how attractive an option for parents the new school will be.

As part of this process, we intend to make fuller use of our local networks in order to spread the word about the new school under the Mossbourne brand. While we are confident that in the local area the name of Mossbourne as the backer of the new school is itself a big draw for parents, we are not complacent and would wish to canvass demand in a wider area than our immediate local feeder schools, in order to ensure that all those who may be eligible for a place are fully aware of the new opportunity.

At present, the possibility of the new school is not widely known in the vicinity. However, as appropriate, we shall use a variety of means to publicise it further (see Sections 5.2 and 5.3 below). Our local standing gives us excellent informal contact

with the local community through **word-of-mouth** advocacy. From the positive responses to Question 4, we have many parents from the above survey who would be keen to spread the word. We shall look for a range of opportunities to meet with parents, using occasions provided by local schools or other community organisations.

In addition, we shall use other means of disseminating knowledge about the new school, especially through our website and the local media, but supplemented by printed material. For example, we might well use a leaflet containing the key information for local distribution.

5.2 Consultation

We note that there will be a formal requirement, for all applications that are approved, to conduct a statutory consultation. Our plan for such a consultation will be in accordance with Section 10 of the Academies Act. We have strong access to our local community, not least as a result of the extensive media coverage which Mossbourne has attracted (nationally as well as locally) and through established use of our website to communicate with the wider community.

We note that the Department for Education will offer additional guidance in advance of the consultation. We would also underline that, as an existing Academy, Mossbourne is well-versed in the requirements of carrying out local consultation, and would be able to draw on all that has been done already by the Trust in consulting over the establishment of the Mossbourne Academy.

Our plan is to embrace in the consultation all local groups and institutions which might be affected by the creation of the new school. We are particularly keen to ensure that the proposal is fully acceptable to those in the educational community. This means that we would wish to include in our consultation:

- The Hackney Learning Trust (local authority), with which discussion has already taken place
- Local primary (potential feeder) schools
- Local secondary schools and the Hackney College (Further education)
- The Hackney Education/Business Partnership: Inspire and the local Connexions service
- Parents and carers, building on the strong tradition of detailed consultation, eg through surveys: Mossbourne already has a very active PTA which gives good access into parental views
- Local agencies and services: these will include:
 - the Community Police Service
 - the Primary Care Trust
 - the Child and Family Consultation Service (CFCS)
 - the Child and Adolescent Mental Health Services (CAMHS)
 - the Educational Psychology Service

- Local businesses, including City of London firms and companies, eg through the City Brokerage Scheme and City Programme

5.3 Marketing Strategy

We fully recognise the need for a carefully thought out marketing strategy. However, it is important to acknowledge that, so far from starting with a blank canvas, we are in a position to build on Mossbourne's exceptional reputation – locally, nationally and even internationally. This means that we can rely on the fact that the 'Mossbourne brand' already has unusually high recognition: Mossbourne has rarely been out of the news, with extremely positive coverage in papers ranging from the Telegraph to the Guardian and the Sun, and frequent TV and radio exposure. This does not in any way diminish the importance of a marketing plan, but it does underline that we have great assets in the form of **market awareness** and **market confidence** on which to build. A huge element in the marketing plan, therefore, will be to establish in the community a strong sense of trust that the new school will have just as strong a prospect of success because it will put into place systems and structures that will replicate the best of Mossbourne's practices. We believe that there needs to be a focus on both students and staff, in order to ensure the replication of the proud record of Mossbourne for a full complement of staff as well as of students.

The plan will start with **setting out our message** clearly, which will be based on [REDACTED] vision statement (Section 3.1 above). In summary, we shall stress:

- Mossbourne has succeeded exceptionally well, with outstanding results
- It has done so on clear philosophy of high aspiration and no excuses
- It has had exceptional leadership and staff to manage its success
- It has attracted huge interest and is massively oversubscribed
- The new school will tap into a deep reservoir of unsatisfied demand
- More of Hackney's parents will be able to have the education they want
- More of Hackney's students will have the education they need.

We shall identify our target audience clearly: essentially, those **local parents/carers** who have shown that they demand what Mossbourne has been unable to give them, through lack of places. We shall have a fully inclusive admissions policy, reflecting the complete range of local parents and their children: we shall stress that we cater equally well for academic high-flyers as for students with learning difficulty or for whom English is an additional language. We are particularly keen that all parents and carers should understand that not only is this a school that welcomes them, but that children from all backgrounds are expected to succeed.

We shall stress the great advantages of being part of a **single charitable company** which includes Mossbourne, in terms both of maintaining the Mossbourne brand and of sharing expertise, philosophy and resources.

We shall research thoroughly our use of a full range of **marketing materials**, building especially on Mossbourne's well-established and well-used website, as well as other Internet-based materials such as the prospectus and the Mossbournian (e-magazine). We have a number of videos, some made independently, which are valuable for promotional purposes.

We shall develop a strategy for **holding regular meetings** with large or small groups.

We shall ensure that the school is seen as a **community resource**, with an openness to visitors and to community use of facilities.

We shall continue Mossbourne's effective practice at involving in the life of the school **public figures** such as politicians, sports personalities (the recent visit of Lord Coe is a typical example), who will add to our already prominent media profile and act as a boost to the students in their activities.

We shall ensure that all marketing activities are placed on a cost-effective footing, with expenditure regularly reviewed to ensure that there is a good return on outlay.

6. Organisational capacity and capability

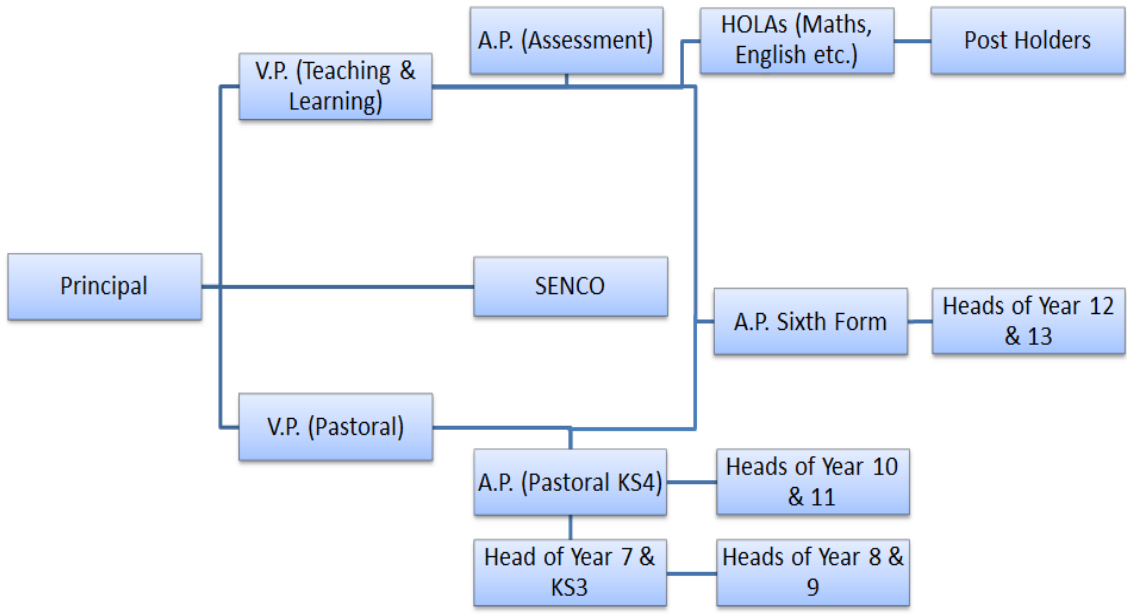
The new structure is to be part of the **Mossbourne Community Academy Trust**, a body which currently exists to manage Mossbourne Community Academy (MCA). Within this trust there will be two schools: MCA and the new Mossbourne Victoria Park Academy (MVPA).

There will be an overall Governing Body of the Trust, which has overarching responsibility, and a separate Governing Body for each school. Many of the Governors of the existing school (MCA) will be Governors of the overall trust, particularly those linked to the sponsor of the Academy. These are shown in the accounts and in the information about the school as trustees. They have all had experience of running an Academy, having all been involved since the creation of Mossbourne. One trustee, [REDACTED], is also a [REDACTED] and is the [REDACTED] at Mossbourne. [REDACTED] has been appointed as [REDACTED] at Mossbourne, so that he will also have a leading role in the Academy Trust and in the project to set up the new school. (Details of the MCA Governing Body are given in 6.3 below.)

The proposed staffing structure for the new school is shown on the following diagrams:

Titles	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Executive Principal	1. Support Principal in development of school						
Principal	Monitor Quality of provision						
Vice Principal		1. Teaching & Learning	1. Teaching & Learning 2. Pastoral & Attendance				
Assistant Principal			1. Assessment		1. Assessment 2. Pastoral KS4	1. Assessment 2. Pastoral KS4 3. Sixth Form	
Head of learning Area (HOLA)	1. Maths, Science & Technology 2. English, Humanities, Languages & Expressive Arts 3. SENCO	1. Maths, Science & Technology 2. English, Humanities, Languages & Expressive Arts 3. SENCO	1. Maths & Science 2. English, Humanities & Languages 3. Expressive Arts & Technology 4. SENCO	1. Maths & Science 2. English & Humanities 3. Expressive Arts & Technology 4. SENCO 5. Languages	1. Maths 2. English & Humanities 3. Expressive Arts & Technology 4. SENCO 5. Languages 6. Science	1. Maths 2. English 3. Expressive Arts & Technology 4. SENCO 5. Languages 6. Science 7. Humanities	
Head of Year	1. Year 7	1. Year 7 2. Year 8	1. Year 7 & Head of KS3 2. Year 8 3. Year 9	1. Year 7 & Head of KS3 2. Year 8 3. Year 9 4. Year 10	1. Year 7 & Head of KS3 2. Year 8 3. Year 9 4. Year 10 5. Year 11	1. Year 7 & Head of KS3 2. Year 8 3. Year 9 4. Year 10	1. Year 7 & Head of KS3 2. Year 8 3. Year 9 4. Year 10

						5. Year 11 6. Year 12	5. Year 11 6. Year 12 7. Year 13
Post Holders		1. Languages 2. Science	1. Science 2. Expressive Arts 3. English 4. Humanities	1. English 2. Geography 3. History 4. Expressive Arts 5. Technology 6. Business & ICT	1. Religious Studies 2. Geography 3. History 4. Expressive Arts 5. Technology 6. Business & ICT 7. Music 8. PE	1. Religious Studies 2. Geography 3. History 4. Expressive Arts 5. Technology 6. Business & ICT 7. Music 8. Maths KS4 9. English KS4 10. Science KS4 11. PE	1. Religious Studies 2. Geography 3. History 4. Expressive Arts 5. Technology 6. Business & ICT 7. Music 8. Maths KS4 9. English KS4 10. Science KS4 11. PE 12. Art 13. Languages KS4



6.1 Capacity and capability of the company

The strength of this submission is the strength of the track record of Mossbourne Community Academy. The company that will oversee the establishment of the new school is one which has, as has been shown elsewhere in this submission, set exceptional standards for an all-ability, inner-city school. We are therefore confident that, by adhering closely, but not inflexibly, to our tried and tested methods and principles, the same strengths will translate to a new school that will work closely alongside the existing Academy, sharing expertise and resources. We have complete confidence that our educational experience and financial acumen give us the capacity to create a second school under the Mossbourne banner that will be just as great a source of pride to its local community in Hackney and to all those staff and students who work in it.

Mossbourne Community Academy has attracted an enviable reputation as a school which really makes a difference to the lives of young people in a multicultural inner-city environment. Because of this, it is heavily over-subscribed, as has been set out above. Hence there is overwhelming evidence of local demand for schooling which espouses the principles on which Mossbourne's success has been founded. Its success derives from the excellence of the leadership and teaching, a 'zero tolerance' (often described as 'no excuses') policy on discipline, work and behaviour, and an ethos of high achievement for all. Ofsted's inspectors wrote of a 'culture of high aspirations and expectations' which 'pervades all aspects of the school's work'. This has proved a compelling formula, and has led to successive years of exceptional examination performance and a developing record of students being offered places at top universities.

6.2 Hiring the principal designate

Because of the current stage we have reached in the submission for September 2012, no formal arrangements have yet been set in place for the appointment of a Principal. However, Mossbourne believes absolutely that no decision that has to be taken is more important, in view of its firm conviction that the leadership of the Principal is one of the most critical success factors. We expect that the reputation of Mossbourne will attract a high quality field of applicants; these may well include senior staff from Mossbourne itself, since the building of a team of effective school leaders has been one of the strengths of the school. However, we shall mount a vigorous recruitment process, including advertising in prestige national newspapers and use of the Internet, taking advantage of the opportunity to offer a highly competitive salary. It will be important to establish clearly the nature of the contractual agreement, including decisions on whether or not to have an initial one-year contract.

We shall be keen to draw on the pool of leaders emerging from national programmes such as Future Leaders and Teaching Leaders. We are also aware that some of the outstanding Teach First ambassadors who have qualified in its Leadership Development Programme. In scrutinising all applications or potential applications, the personal quality and skills of the Principal will be paramount.

The key responsibilities of the Principal will include:

- the overall leadership and management of the school
- implementation of all policies, in liaison with the governors
- day-to-day functioning and routine operations of the school.

Specific responsibilities will include the following (although in some instances the responsibility will be delegated):

- curriculum implementation
- management and monitoring of teaching and learning
- supervision of student assessment processes and systems
- health and safety
- student welfare
- staff selection and salaries
- supervision and professional development
- maintenance of buildings
- management of facilities, resources and equipment.

A demanding job specification will be drawn up. This will give strong prominence to the qualities and competencies that a successful Principal for a new school in Hackney will require. The following are some of these qualities.

The Principal will need to be able to:

- lead through strong values, vision and principles which are fully consistent with the Mossbourne philosophy
- exhibit strength, integrity and openness in leadership and professional relationships
- demonstrate high levels of commitment, motivation, dynamism and energy
- have a proven track record of effective leadership
- think strategically and reflectively
- base the school's strategy on working through and with people with strong inter-personal skills of their own
- demonstrate experience and understanding of the needs of children in a disadvantaged community
- have a clear commitment to achieving improvement, high standards and clearly-defined goals
- place the leadership of teaching and learning at the heart of all that is done
- monitor closely the progress towards such goals, through clearly-focused accountability strategies

- understand how to balance the inward-facing and outward-facing demands of the job
- manage wide-ranging challenges, tensions and dilemmas.

We shall put in place the advertising and recruiting process for appointing a Principal as soon as we have an indicating that the school is to proceed. The intention would be to ensure that that appointment is made to commence as early as possible in 2012 (ideally two terms in advance of the opening date), since it is important to have the Principal in place in time to allow that person to be fully involved in the detailed planning for the school's opening. The imprint of a dynamic and creative Principal will be clearly visible in the detail of the new school's structures, physical and conceptual. It will also be essential in the forging of relationships, not least with parents and members of the wider community, who will need to gain confidence in the school's leadership. In addition, Principal's involvement in establishing the staffing structure and assigning responsibilities will be critical.

6.3 Governance

We recognise that effective governance provides for Governors to have a strong role in ensuring that Principals are held to account for how they are carrying out the school's strategic plans, fulfilling its mission and achieving its goals; they also give support and advice by acting as critical friends, showing strategic vision, and offering financial or legal advice and quality assurance.

The new structure is to be part of the Mossbourne Community Academy Trust, which currently exists. Within this trust there will be two schools: Mossbourne Community Academy (MCA) and Mossbourne Victoria Park Academy (MVPA). There will be an overall Governing Body of the Trust, which has overarching responsibility, and a separate Governing Body for each school. Many of the Governors of the existing school (MCA) will be Governors of the overall trust, particularly those linked to the sponsor of the Academy. These are shown in the accounts and in the information about the school as trustees. They have all had experience of running an Academy, having all been involved since the creation of Mossbourne. One trustee, [REDACTED], is also a [REDACTED] and is the [REDACTED] at Mossbourne. [REDACTED] has been appointed as [REDACTED] at Mossbourne, so that he will also have a leading role in the Academy Trust and in the project to set up the new school.

As background, the details of the governors of Mossbourne Community Academy are as follows:

Our Board of Governors is made up of very talented individuals whose skills, talents, commitment and enthusiasm have hugely contributed to the success of Mossbourne.

[REDACTED] ([REDACTED])

██████████ has been involved with Mossbourne since its inception. Inspired by belief that it wasn't where you came from but where you were going that really matters, she has been delighted to work with the other governors, ██████████, the staff and the Bourne family to ensure Mossbourne's continued success. ██████████

██████████ is a ██████████ and was involved with ██████████ in planning all aspects of the school. As a governor she regularly attends pupil disciplinary panels and focuses on PSHCE days. ██████████ has completed the ██████████ and takes responsibility for procedures in recruiting and vetting all staff.

██████████

██████████ first became involved with Mossbourne in 2004 when the Academy was still being built and, as a ██████████. He has taken on the role of ██████████ of the school. He is also ██████████ within the Academy.

██████████

██████████ is a ██████████ and regularly attends Pupil Disciplinary Panels.

██████████

██████████

██████████ has been associated with the Academy as a ██████████ and believes that the Mossbourne ethos provides each and every pupil the chance to succeed. Her contribution particularly focuses on ██████████; additionally she is the ██████████. She also ██████████. ██████████.

██████████ (██████████)

In 2003 ██████████ was appointed as the first ██████████ of Mossbourne Community Academy in Hackney, on the site of the failed Hackney Downs School. The Academy has received two outstanding inspection reports from Ofsted, the latest of which described Mossbourne as 'Outstanding' and, within that category, "exceptional". GCSE results are excellent with 86% of the Academy's first cohort of year eleven students to sit the exams achieving 5 A* - C grades, including English and Maths with a value-added KS2-4 score of 1076 – one of the highest in the country.

██████████

██████████ is a ██████████ and is very active within the school, giving of his time as a ██████████ and ██████████. He is also a ██████████ of the Academy.

██████████

██████████ is a ██████████.

██████████

██████████ is a ██████████ and attends ██████████. ██████████

Because of the strong overlap with the Mossbourne Academy, and because of the direct link and close continuity established through the Trust, there will be a similar range of expertise at the new school, although arrangements have not yet been put in place for appointing the individual governors. The quality of governance at Mossbourne was judged to be outstanding by Ofsted. We shall ensure that the excellent principles and practice in governance will be carried over to the new school.

We note the following points about the governance of Mossbourne:

- Working with the Principal, the Governing Body sets the strategic direction of the Academy and sets challenging targets to promote students' achievement
- Trustees and governors regularly review, in both full body and sub-committee, the Academy's self-evaluations and development plans to ensure progress in achieving targets
- There are established link governors for SEN and safeguarding who work closely with members of the Senior Leadership Team
- All governors have been trained on safeguarding and personnel issues
- The governors' finance committee regularly scrutinises the Academy's budget to ensure that financial targets are being met and that the Academy is providing excellent value for money.

In addition:

- Governors play a full and active role in Academy life. For example, each member of the governing body is linked to a learning area and visits regularly to work with the head of learning area and staff to monitor the quality of provision. Reports by the link governor are then submitted to the full governing board meeting.
- Governors are regularly active in supporting the Academy's mentoring programme and through sponsorship of sporting, social and cultural activities
- The trustees and governors take great pride in Mossbourne Academy and regularly attend parents' evenings and other social functions.

It is important to be clear which functions fall to the Governing Body, either directly or through delegation. In particular, in well-run schools the lines of demarcation between the roles of the governors and those of the Executive are clearly set out. We shall ensure that there is a full review of those functions that need to be performed and decisions about where responsibility will lie for them. Typical functions to be considered include the following:

- general responsibility for the conduct of the school
- supporting school leaders
- assisting in school evaluation
- helping to recruit and keep teachers
- managing the school's finances
- supporting improvements to teaching and learning
- focusing on the achievement of high standards by students, for example by setting targets for their academic performance
- co-operation and liaison with other schools and with the wider community
- promoting good attendance and behaviour by students
- ensuring the quality and range of the curriculum
- ensuring the provision of high quality buildings and resources
- facilitating preparation for higher education
- reviewing staff performance and pay.

All of the above require governors' interest and responsibility, but with varying degrees of specific involvement. To enable the governors to exercise their roles across such a variety of aspects of school life, there needs to be a good balance and range of skills. The following skill areas may be seen as particularly important:

- legal expertise
- financial management skills
- strategic thinking and planning
- school buildings, in areas such as architecture, planning and surveying
- educational experience
- human resources expertise
- local business interests
- marketing skills
- understanding of Information and Communication Technology (ICT)
- awareness of health and safety and child protection and safeguarding matters

Because of Mossbourne's seven years of experience of all aspects of school governance, we are confident that the new Governing Body will be one that contains the necessary expertise and also draws on that expertise held within the current Mossbourne Governing Body. We recognise that the new governors must be appointed as matter of the utmost priority, not least since a key first task will be to appoint the Principal Designate (see the above section). In addition, we shall ensure that Governors are in place in order to confirm the direction and detail of policy, and to give full confidence that the new establishment is underpinned by firm structures.

In appointing the Governing Body, we shall take fully into consideration and adhere closely to the requirements for Free Schools. This means that the Governing Body will include:

- The Principal
- Two parent governors

- Staff governors (up to a third of the total membership)
- Other governors, including, if so agreed, one governor from the Hackney Learning Trust
- Up to three co-opted governors.
- A Clerk to the Governors.

Mossbourne will use all available means to recruit governors of the right calibre and with the right skills, building on our extensive knowledge of the local community and involving external bodies such as the valuable School Governors' One-Stop Shop (SGOSS).

6.4 Financial oversight

To deal especially with all matters pertaining to the setting up and development of the new school, Mossbourne Academy will appoint a project management group to have oversight of all aspects.

We are fully aware of the nature and scale of effective financial oversight that will be required once the school is up and running. Our experience as an Academy operating under a similar regime underlines to us that we shall have to ensure that the statutory obligation of sound financial management will be firmly in place. We understand the Government's requirements and shall operate firmly within the terms of the Funding Agreement and the Academies Financial Handbook, which sets out expectations and performance standards: we note that this document is to be revised and simplified, which we welcome. Secure financial management will be guaranteed especially through the key appointment of a high-quality Finance Director. We have an excellent track record of sound management of finance through the work of the [REDACTED]. It will be a key task to find and appoint someone of similar expertise. In addition, the accountability for expenditure will be assured through the financial oversight to be exercised by the Governors (see section above). We will ensure that relations between the key finance governors and the Finance Director. The fact that the school will be part of a Trust with Mossbourne will again be helpful in sharing expertise, and in ensuring that the new school will be in a position to draw on high-level skills as necessary.

6.5 Leadership and staffing

At Mossbourne, clear and inspiring leadership by Governors and senior staff actively promotes the commitment of the Academy to provide a high quality environment for life-long learning. Staff become full and active participants in the activities of the Academy, working as a team and being fully accountable for the delivery of high quality education.

The importance of securing a similarly effective leadership team and staff for a new school is taken as axiomatic. Mossbourne has insisted on the highest possible standards in its leaders and staff, who have worked with exceptional dedication under contractual arrangements that have ensured a high level of commitment. We expect to apply these standards to staffing the new school.

Mossbourne has created a body of dynamic and effective staff and, because of its own strong practice as a school that trains and develops its staff (with its current bid to be designated formally as a Teaching School), has a number of teachers who will be ready to move on to take leadership opportunities in a new school as a result of their experience at Mossbourne. In addition, the school can draw on all of the

Our aim is therefore to ensure that the excellent leadership and staffing policies and practices that have characterised Mossbourne transfer smoothly to the operation of a new school established on the same principles. We believe that the quality of Mossbourne's leadership and management, especially that provided by the Senior Leadership Team (SLT), is fundamental in preparing the path for the new school.

This quality is built on the following:

- Clear vision and strategic direction
- Translation of these into high standards of care, guidance and support
- Consistently high levels of enjoyment, safety, aspiration and academic progress.

Our leaders carry their vision through by means of:

- Ambitious targets at all levels
- Effective communication with staff, parents and students, as well as with external agencies and the wider community.
- The regularity of its monitoring and evaluation, including rigorous scrutiny at all levels of the assessment data for year groups and individuals.
- Effective management of the school's middle leaders, who report regularly to members of the SLT
- A relentless focus on teaching and learning, exemplified through the regularity and frequency of lesson observations.
- Involvement of Mossbourne staff in working with other schools
- Participation of senior leaders in national training and development programmes.
- Rigorous appointment and induction processes for new staff
- A well-established twilight in-service programme for newly qualified teachers (NQTs)
- Opportunities for staff to develop their careers at Mossbourne, eg through internal promotions
- Teachers' strong commitment to a programme of enrichment activities
- A strong performance management system which is based on setting and reviewing targets for students and professional development

- The involvement of students in in-service sessions, for example in discussions of what constitutes outstanding teaching
- Regular use of feedback through surveys to collect the views of students, staff and parents
- Close quality assurance of how well homework is set, completed and assessed
- A substantial level of delegation to Heads of Learning Areas (HOLAs), to ensure that teaching learning remain at the top of the agenda.

The strong expectation is that all teachers show high levels of commitment, not only through their contractual relationship with the Academy, but also through their own professional dedication and culture of hard work. We see this as critical to Mossbourne's success and it would therefore be our determined goal to transmit a similar culture of complete and devoted professionalism to the staff of the new school. Another aspect of creating an effective staff is to ensure an excellent match between the teachers' professional expertise and the curriculum; we shall place a strong emphasis on ensuring that we appoint the right teachers for the courses that will be offered, through rigorous appointment procedures.

Section 7: Premises

7.1 Steps taken

Discussions have focused on a single proposed site, the current Lower School buildings of Cardinal Pole School in [REDACTED]: Cardinal Pole is at present a split-site school, but proposing to move into a new set of buildings under the Building Schools for the Future (BSF) programme. The move into these buildings is scheduled to take place for September 2012. Consequently, it is possible to envisage a new school opening in September 2012 on the [REDACTED], provided that the intake of students is phased so that only a single age-group (Year 7) begins in 2012. We understand that there will be the opportunity for discussions with Partnerships for Schools (PfS) over negotiations to secure the site, and also note the urgency of the timetable for determining a preferred feasible site.

7.2 Details of the preferred site

The proposal is that the new school be located at what is at present the Lower School site of the Cardinal Pole Roman Catholic School at [REDACTED]; London [REDACTED]. Cardinal Pole is to be relocated on a single site in [REDACTED], to be ready for occupancy from September 2012.

Section 8: Initial Costs and Financial Viability: see spreadsheets attached separately.

Mossbourne Academy will work with the Department for Education and the Hackney Learning Trust to secure the necessary funds to provide purpose-built accommodation for the new school. We have a strong record of making successful bids for capital funding. For example, we raised £3.8 million for the Mossbourne Sixth Form and £900,000 for the Sixth Form Centre for Autistic Students, with funds from the Learning Trust, the Department for education and matched funding from the sponsor and Goldman Sachs.

Since opening, Mossbourne has managed its revenue budget very effectively, with healthy balances accrued each year to fund a variety of capital improvements to the school's buildings – for example, upgrading the network for Information and Communication Technology (ICT), the reconfiguration of classrooms and the fit-out of the Sixth Form Centre. The additional funding which will be made available consequent on Teaching School status will support training and professional development programmes in the new school.

Section 9:

Forms are being completed by all of the Trustees listed in Section 1 above, and are being sent by registered post to the Due Diligence team. Three have already been received. The other two (who have been on holiday) will be received tomorrow, and all sent immediately in hard copy to the Department.