

# FREE SCHOOL APPLICATION

## NEWHAM FREE ACADEMY

<b>Main contact</b>	
Name:	██████████ Redeemer Educational Services Limited (07477532)
Address:	██████████ ROMFORD ██████████
Email address:	██████████ and ██████████
Telephone number: Home	██████████ / Mobile ██████████

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## Section 1: Applicant details

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

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

<b>Details of Company Limited by Guarantee</b>	
Name: Redeemer Educational Services Limited (07477532)	
Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> HORNCHURCH <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
Company registration number: <b>07477532</b>	
<b>Main contact</b>	
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
Address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> ROMFORD <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>	
Email address: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> and <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
Telephone number: Home <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> / Mobile <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
<b>The Academy Trust Structure</b>	
(a) Company Directors and Members of Redeemer Educational Services = 8 (b) All other members (non-Directors) of Redeemer Educational Services = 5 (c) Other Governing Body members = 3	
<b>Directors and Members</b>	
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
<b>Members only</b>	
<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	


**Additional Proposers / Governing Body Members**  
(Non-Directors or members of Redeemer Educational Services Ltd)

Name: [Redacted]  
Position: [Redacted]

Name: [Redacted]  
Position: [Redacted]

Name: [Redacted]  
Position: [Redacted]

**Related organisations**

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? No

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: N/A

If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

## Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 15<sup>th</sup> May 2011

We hereby confirm that we, Redeemer Educational Services Limited, understand and accept the following:

- Free Schools must have arrangements to safeguard and promote the welfare of children who are pupils at the school. This is set out in parts 3 and 4 of schedule 1 of the Education (Independent School Standards) (England) Regulations 2010 (<http://www.legislation.gov.uk/uksi/2010/1997/contents/made>);
- Free Schools are required through their Funding Agreement to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools <http://www.dcsf.gov.uk/sacode>;
- Free Schools must meet the Education (Independent School Standards) (England) Regulations 2010 <http://www.legislation.gov.uk/uksi/2010/1997/contents/made>; and
- the model Free School Funding Agreement [www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement](http://www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement).

Directors and Members, Redeemer Educational Services Limited

15 May 2011

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

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

## Section 2: Outline of the school

Proposed school name:	Newham Free 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>		201 2	201 3	201 4	201 5	201 6	201 7	201 8
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	180	180	180	180	180	180	180
	Year 8		180	180	180	180	180	180
	Year 9			180	180	180	180	180
	Year 10				180	180	180	180
	Year 11					180	180	180
Year 12						150	150	
Year 13							150	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
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).	No							
Is this an application for a single-sex school? If so, please tick the relevant box.	No. 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).	<u>London Borough of Newham</u> . Neighbouring LA's are Tower Hamlets, Hackney, Waltham Forest, Barking and Dagenham, Greenwich							

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/ukxi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

## Section 3: Educational vision



Newham Free Academy

Redeemer Educational Services propose a new secondary school for the young people and community of Newham

**September 2012**

We aim to open, **Newham Free Academy**, a new Free school with Academy status in September 2012 to provide an excellent education for the young people of Newham and preparing them to become world class leaders in the changing world they are growing up in.

Our motivations for setting up this Free School, independent of existing provision are:

Since 1992 [REDACTED] and [REDACTED], two of the Lead Proposers, have been engaging with young people from Newham, Hackney, Havering and Barking & Dagenham by voluntarily providing a supplementary school service after school and at weekends.

### **Services and achievements to date include:**

- Provide an after-school provision on week days and Saturday supplementary classes for students ages 7-17
- Prepare gifted and talented students between ages 8 and 11 for GCSE mathematics with outstanding results
- Provision of After-School Project in 4 London Boroughs – Newham, Hackney, Havering, Barking & Dagenham
- Making effective links with the education authority and parents regarding the National Curriculum
- Organising trips and away days for young people
- Providing an annual report on the progress of the supplementary school
- Tutoring pupils in Mathematics and Sciences and preparing them for SATS and GCSE exams
- Managing and making strategic decisions regarding the school
- Counselling youths with behavioural problems
- Helping to restore relationships between youths and carers/parents/families
- Follow up on youths displaying challenging behaviours in their day school



We have a passion for education in deprived, underachieving, high crime rate areas where we strongly believe education is the route out of poverty and breaks the cycle of exclusion and marginalisation. Education is the pathway to wealth, prosperity, good health and ultimately these aspirations inspire others to improve themselves further.

What is it that inspires our team?

'Igniting the spark inside a child' which sets them off on a lifelong learning journey, developing them, improving them and preparing them to become leaders in their communities, the wider society and becoming key players in a today's global age.

We have enjoyed the joy and reward of seeing young people who lacked confidence and self belief:

- Raise their self-esteem and motivation
- Improve their confidence in the classroom
- Improve their performance in academic subjects
- Prevented from becoming NEET (Not in Education, Employment or Training)
- Break free from deprivation and poverty
- Prepared socially and academically for the challenges of the outside world
- Prevented from involvement in crime and gang activities

We wish to build on our core values, beliefs, passion and desire to provide the young people of Newham with an opportunity and pathway to realise their potential.

Our greatest satisfaction comes from basking in the glory of our students' achievement and success.

## **Vision**

To provide a vibrant and engaging academic and social education for our students and their families which widens horizons, builds confidence, and independence and encourages excellence; so that all connected with the school are able to make a positive contribution to society, realise their dreams and live happy, healthy, fulfilling lives

We will achieve this by

- Challenging and exciting all students by providing a creative and dynamic learning experience
- Training and supporting staff to deliver consistently high quality learning
- Fully exploiting the developments in technology to support personalisation and flexibility in order to maximize achievement
- Ensuring that the highest quality of guidance and support is given to our students
- Developing the capacity of students to shape their own learning

- Developing strong relationships with the community in order to support our students' learning and to guide the school as it evolves

This vision is underpinned by the following core values

- **Excellence** and high aspirations in all that we undertake
- **Enquiry** based approaches to teaching and learning that build independence
- **Creativity** in the way we solve problems and approach new situations.
- **Participation**; getting involved and taking risks because that's how we learn.
- **Team work** and a sense of community as together we are stronger
- **Support** and challenge so all can achieve well
- **Resilience** and increased effort in the face of difficulties and setback

**Respect for each other; for our environment and the contribution that everyone makes to our community**

Our relevant education experience in urban settings demonstrates the difference we can make by engaging with all students from deprived backgrounds and providing inspiring educational opportunities to intervene in their lives

We welcome all students from all sections of the community to attend our supplementary schools – we teach who comes – and through the Free School Programme we can build on this foundation and extend, grow and develop our work to the wider community of Newham.

Our research shows that there are not enough schools in the London Borough of Newham to accommodate the growing number of young people on the waiting list for secondary education. Each year, on average, 295 students have to travel to the neighbouring Local Authorities for secondary education. These are students who were in Newham primary schools until Year 6 but have had to leave the borough to start secondary school in Year 7. Newham Free Academy would instantly provide 180 new secondary school places for these students if approved by the DfE. In addition to this, out of the 15 secondary schools in Newham only two have Sixth Forms (i.e. are 11-18 schools). They are both faith schools and one is for girls only and the other for boys only. Therefore, there is a gap in Newham for an 11-18 mixed community comprehensive school.

The school will be set up as a mixed 11-18 community comprehensive school with a **Humanities** specialism – there are no Humanities specialist schools in Newham and no 11-18 secondary schools. Newham is a diverse, vibrant and exciting borough. We aim to promote this aspect of Newham through a Humanities specialism where young people will be supported and encouraged to learn about themselves, their fellow students and their community. The curriculum on offer will ensure that students 'grow up' in an atmosphere of self-respect, respect for others, respect for their community and that they strive to realise their potential by engaging fully with all the opportunities available to them.

Newham Free Academy will be an 11-18 school open to all children from all backgrounds, faiths, gender and abilities. It will promote high standards of discipline and behaviour and a competitive atmosphere. We propose a school that will deliver

traditional values, for a high quality education. We will place a strong emphasis on getting the best for our students and not the most.

We are confident from our research, consultation and feasibility study that an 11-18 non-denominational co-educational school in Newham is needed.

Some Key drivers for our proposal:

- DfE information collected highlights that Newham has the highest % of students in deprived wards
- Newham needs a school for all with the unique feature of being a co-educational 11-18 Humanities specialist school
- DfE data shows evidence that at Year 7 age approximately 300 students go out of borough to secondary school

### **Curriculum**

We believe in a core knowledge curriculum that is, we want every child to leave the school with a core body of knowledge and the ability to think for themselves. To that end, we will teach a range of traditional academic subjects Mathematics, English, English Literature, RE, the three Sciences, History and Foreign Languages alongside ICT, PE, Music, Art, Law and Drama and a range of vocational pathways such as BTEC Certificate and Diploma courses.

Newham Free Academy will fully comply with the requirements of the English Baccalaureate.

### **What will be different about Newham Free Academy:**

The school will deliver a traditional, holistic education, with high expectations of academic excellence and a curriculum with a commitment to intellectual freedom, independent and collaborative learning. Mandarin, French, German or Spanish will be mandatory up to the age of 16 and all pupils will do at least eight GCSEs, including English, English Literature, Mathematics, History, Science and a Foreign Language. Vocational qualifications and pathways will also be available for students who decide to combine the core GCSE component offer with vocational qualifications. Newham Free Academy will focus on getting the best for the students as opposed to the most.

We strongly believe in a 'no frills' high quality traditional education centred around respect, care, family values and trust available to all young people in Newham from whatever background without restrictions on entry. It is a school for the community.

All students will have the right to feel safe and secure and for that reason there will be no tolerance of bullying or disruptive behaviour. We will have robust policies in place to ensure all aspects of school life are accounted for. All parents will be asked to sign home-school contracts setting out the school's discipline policy.

There will be a well-structured and managed policy for Social, Moral, Cultural and Spiritual education and a positive learning environment which will include:

- an atmosphere of encouragement, acceptance and respect
- a sensitivity to individual needs where children's self-esteem and confidence grow and where they feel able to make mistakes without fear of criticism
- positive partnerships between the school and families providing links to and from the community
- sensitivity towards the beliefs, hopes and fears of parents
- a curriculum that combines academic rigour with fun, sensitivity and collaborative learning

We expect to have a full programme of after-school / extra-curricular activities, including Sport, Music, Drama and Debating. This will extend to additional learning out of normal school hours and at the weekend. We are currently in discussion with some high quality partners to deliver some of this jointly and provide progression routes for those who want to take their participation in these fields even further. Our students will be divided into house groups in order to foster interaction, unity, promote leadership skills and competition. There will also be internal house competitions in Sport, Music and Drama in which every child will be expected to be involved.

## **SEN**

We will provide SEN (including Gifted and Talented) support as required to meet statutory requirements. We welcome applications from disabled students. The school will be non-selective so we expect to admit children that reflect the local community in all respects. We are working proactively in the local community to ensure everyone has the chance to be involved in our on-going consultation.

## **SEN SUPPORT ARRANGEMENTS:**

All teachers will offer differentiated tasks within their lessons, to ensure that work presented is suitably challenging and accessible for all students. Some students will need additional support for all or some of their learning. Support for these students will be tailored to meet individual needs and may include any or all of the following:

1:1 in-class work with a teacher or Learning Support Assistant

1:1 work with a Teacher or Learning Support Assistant away from the main lesson

Working with a teacher or Learning Support Assistant in a small group

Working with a student from Key Stage 4, guided by staff, for e.g. reading

Allocating a designated peer or peers to help with organisational and/or social skills

Circle time activities

Details of how the support will be used for an individual student are set out on the IEP (see below)

### **3. INDIVIDUAL EDUCATION PLANS:**

Individual Educational Plans (IEPs) detail the student's short-term targets and strategies to help him/her work towards these. For students working at School Action, School Action Plus and students with statements of SEN they are required to be prepared twice-yearly; at Newham Free Academy IEPs will be revised each term, i.e. three times yearly.

For students at the start of Year 7, the IEP will be guided by information forwarded from the primary school and the induction programme. Targets are linked to concerns identified by the student, parent, teaching staff, and, where applicable, the objectives indicated on the statement.

Input from the students is an integral part of our support programme, and we actively encourage ownership of the IEP. Each term there will be a meeting to review progress towards previous targets and agree targets for the forthcoming term. Parents are expected to attend this meeting. Where possible, guidance on following up activities to help the student meet his/her targets in the home environment is offered.

### **4. SCHOOL ACTION PROVISION**

When a student is identified as having learning difficulties or a disability that is impacting on their learning, support will usually be arranged at the level of School Action in the first instance. This involves programmes being set up from school resources to deliver some of the strategies outlined in Section 2 above. All students working at School Action will have an IEP (see 3 above)

For most students with learning difficulties this level of support is appropriate.

### **5. SCHOOL ACTION PLUS PROVISION**

It may become apparent that some students need additional support of a type that is not available within mainstream school resources, e.g. speech and language therapy, specialist teaching related to their disability, mobility training. In these cases the school will consider purchasing such support, usually from the London Borough of Newham.

Staff from these services may work directly with the student or guide school staff on a programme of specific strategies to implement into the school-based support. Such programmes will inform the IEP.

### **Discipline**

We believe that children respond best where rules, expectations and rewards are clearly set out. Children will naturally challenge the rules, but the school will be clear that they'll be consistently and rigorously enforced. Our Behaviour Policy is outlined in more detail in the next section.

### **Newham Free Academy aims to:**

- Serve the community by providing an education of the highest quality
- Strive continually to achieve more for our students as individuals and in their development as human beings in preparation for the changing world around them
- Endorse the importance of raising standards of education achievement so that children are equipped to live fully and contribute to the lives of others and their community

## Section 4: Educational plan

### Ethos

The ethos of Newham Free Academy will be to provide a high quality education and ensure success for all students from all backgrounds. Teachers will 'teach who comes' and ensure all students achieve through a 'no excuses' principle.

The school will provide a high quality education for secondary school aged children from 11-18 years. Students will be given regular opportunities to explore and develop their individual strengths and interests through a wide range of activities and experiences provided through the school's strong links with the surrounding community. This will improve the life chances and aspirations of all students particularly those from less advantaged backgrounds.

### 2. Admissions Arrangements 2012-2013

Newham Free Academy will abide by the School Admissions Code, which aims 'to ensure that admissions arrangements are clear, lacking complexity and are fair.'

The Admission arrangements of Newham Free Academy will fully comply with the School Admissions Code and Admissions Law. The school is open to anyone and is non-selective.

Responsibility for the admission of pupils rests with the Academy Trust, Redeemer Educational Services Ltd (Governing Body).

There will be 180 places in each year group, starting with Year 7s in 2012 and then filling up year group by year group.

We want to ensure that the school serves local families and for that reason a significant percentage of places will be allocated on the basis of proximity.

The remaining places will be awarded by lottery, with a majority being allocated to those who live within a three-mile radius of the site, and a smaller number to those within a five-mile radius. In this way, we anticipate that over half the places will be taken up by residents of Newham. Priority will be given to children with SEN statements and children in care. We will also have a sibling policy.

Our admissions policy below will show:

- A clear set of admissions criteria;
- An oversubscription policy;
- A tie-breaking policy;

### Admissions criteria

As part of the regular process for admitting pupils we will have an admissions number of:

## **Year 7: 180 Students**

We will give the highest priority in admissions arrangements to looked after children.

We will admit pupils with a statement of Special Educational Needs (SEN) who name Newham Free Academy as the school they wish to attend, even if our school is oversubscribed. We acknowledge and welcome our statutory obligation to accept pupils with a statement of special educational needs.

We will admit pupils with a sibling currently in the school from 2013-14, the second year of the School.

All other available places will be allocated via a lottery system which is detailed further below in this section.

Assuming the DfE notifies us in late August / early September that Newham Free Academy has been approved, for admissions in 2012-2013 we are aiming to be included on the Newham secondary transfer programme which will allow parents to complete the Common Application Form provided by the Local Authority. We have discussed this with Newham as outlined in Section 5. However, in the event that we are notified later in September there will be a separate Application Form for parents to complete which will be available on the Newham Free Academy website and by telephone request. The form will be returned to the school by an agreed deadline with Newham.

### **Late applications**

Application Forms received by Newham Free Academy after the closing date will be considered late and will be dealt with after all applications received on time. Exceptionally, late applications will be considered if there is written evidence of exceptional medical, pastoral or compassionate grounds.

### **Proof of residence**

All applicants will be required to provide proof of residence. The Governing Body reserves the right to seek verification from the local authority in which the home is situated.

### **Offer of places**

Letters informing applicants of the outcome of their applications will be sent by first-class post on 1<sup>st</sup> March 2012. Applicants to whom places are offered will be required to inform the Governing Body of their decision whether to accept or reject the offer within five days.

### **Appeal procedure**

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time.

The Appeal Panel will be independent of Newham Free Academy. The determination of the Appeal Panel is binding on all parties. The School shall

prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process. The School may, if it chooses, enter into an agreement with the Local Authority or any other organisation for it to recruit, train and appoint Appeal Panel members and to arrange for the process to be independently administered and clerked. Full details of the procedure will be sent to parents with the decision letter on 1<sup>st</sup> March 2012.

### **Waiting list**

In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the waiting list. The order of the waiting list will be determined in accordance with the over-subscription criteria set out below, not in the order in which applications are received or added to the list.

### **Over-subscription criteria**

If there are more applicants than places, places will be offered in accordance with the following criteria in order of priority:

1. Looked After Children / Children in public care (children looked after by a local authority under section 22 of the Children Act 1989)
2. Newham Free Academy will admit any statemented pupil whose statement names Newham Free Academy and for whom the School has agreed to be named in the statement.
3. After places have been filled under the first two criteria 50% of any remaining places will be offered to those children who live nearest to the School, measured by the straight-line distance from the School gate to the child's home. For 2012-2013 admissions, the distance criteria will be measured from the postcode of the Town Hall in the London Borough of Newham to the child's home in the event that the Newham Free Academy site address has yet to be determined.
4. After places have been filled under the first three criteria, two-thirds of any remaining places will be offered to children living within a three-mile radius of the School. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation.
5. After places have been filled under the first four criteria, any remaining places will be offered to children living within a radius of between three and five miles of the School. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation.
6. After places have been filled under the first five criteria, any remaining places will be offered to children living beyond five miles from the School. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation.

### **Notes**

#### **Method of random allocation**

After places have been allocated under criteria 1 to 3, the remaining applications will be grouped under each of the remaining criteria according to place of residence. The applicants in each group will be put into rank order by random allocation using a computer programme. Places under each criterion will be offered strictly in accordance with the rank order.



### **Vacancies occurring after the initial offers have been made**

Vacancies occurring after the initial offers have been made on 1st March 2012 but before 31st August 2012, will be offered in accordance with the oversubscription criteria. This may result in an applicant who was originally offered a place under criteria 4 being moved to a place determined by distance from the School (criterion 3), in which case, the consequent vacancy under criterion 4 would be filled using the rank order list for criterion 4. Vacancies under criteria 5 and 6 will be filled using the rank order lists.

### **Sibling priority**

From September 2013, when the School will admit its second intake to Year 7, the Governing Body intends to include in the oversubscription criteria for the annual admission to Year 7 a criterion giving priority to children who will have siblings currently at the School.

A sibling criterion has been included in the oversubscription criterion for casual admissions to Year 7 during the academic year 2012-2013 (see **Other**

**Admissions** below). "Siblings" mean two or more children who have at least one parent in common and who reside in the same home as one another.

Where a child has been legally adopted, he or she will be regarded as the sibling of any other children with the same legal guardian, all of whom reside in the same household.

### **Twins and same-year siblings**

Where applications are received from twins, triplets or same-year siblings, the following procedure will be followed. If one child is selected for a place within their band the twin/triplet/same-year sibling will be ranked in their own band immediately below children in public care.

### **Distance from the home to the School**

The distance from home to Newham Free Academy is the straight-line distance measured from the front door of the child's residence to the postcode of the Town Hall in the London Borough of Newham, which is [REDACTED].

A child's permanent address is the place of normal residence during term time. Where parental responsibility is shared, the address of the parent/guardian who receives the Child Benefit Allowance for the child will be taken as the permanent address.

Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the School, the offer of a place will be withdrawn and an appeal offered.

### **Tiebreaker**

In the event of two or more applicants tying when any of the admission criteria is applied, positions will be determined by random allocation.

For example, this may occur when children in the same year group live at the same address or if the distance between the home and the School is exactly the same.

### **Other admissions (in-year or casual admissions)**

Applications for vacancies that arise outside the normal annual admission round for Year 7 will be considered at any time during the year. Information and Application Forms may be obtained from the School. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the following criteria, in order of priority:

1. Children with statements of Special Educational Needs in which Newham Free Academy is named on the statement.
2. Looked After Children / Children in public care (children looked after by a local authority under section 22 of the Children Act 1989).
3. Children who will have siblings in the School at the time when they are admitted to the School.
4. Children who live nearest to the School, measured by the straight-line distance from the School gate to the child's home.

The School may refuse admission to applicants who have been permanently excluded from two or more other schools. The ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose. The School will consult and co-ordinate its arrangements, including over the rapid reintegration of children who have been excluded from other schools and who arrive in an area after the normal admissions round, in accordance with local in-year fair access protocols for securing school places for unplaced children.

### **3. Curriculum and organisation of learning**

The school will recruit a team of high quality, experienced teachers who will be given the time, facilities and resources needed to deliver an outstanding education. When Redeemer Educational Services spoke to teachers who were interested in joining the group, most said that they would prefer to have a more student focused approach to learning which allowed them to work with students at a closer pastoral level. This would ensure careful monitoring, nurturing and progress tracking of students by teachers. Concerns could be identified early and intervention(s), where necessary, made quickly to address any negative effects on student progress, attainment and achievement. The curriculum will therefore be designed around a central core Vertical Tutoring House System. This will particularly benefit the school in the first year of opening when staff and students are settling into their roles in a new school.

Teaching will be skills based and designed to meet the needs of the 21<sup>st</sup> century. It will be broadly based on the National Curriculum for KS3 and KS4. Children will follow National Curriculum programmes of study in English, Maths, Science, Design Technology, History, Geography, Art and Design, Music, PE, Modern Foreign Languages, PHSE and Citizenship. ICT will be an integral part of all teaching. In Year 7 an existing teacher with a management allowance of £5000 (TLR) will be responsible for the school's ICT provision. Spiritual, moral and cultural education will be delivered through whole-school assemblies, Academy assemblies educational visits and through links with curriculum subjects and the local community.

Specialist subject teachers will be employed to deliver all National Curriculum subjects at every Key Stage.

## **Key Stage 3 Curriculum – Years 7, 8 and 9**

For the first three years at Newham Free Academy, pupils will follow a broad and balanced academic programme. This will include:

**English:** With a strong emphasis on reading, writing and literacy. Setting in English will occur in Years 10-11 (Key Stage 4)

**Mathematics:** Setting in Maths will begin in Year 8

**Science:** Setting will begin in Year 8

**Modern Foreign Language:** A choice from French, Spanish, German or Mandarin will be introduced in Year 7. A Modern Foreign Language will be compulsory in Years 10-11 (Key Stage 4). Pupils will be set in Year 8.

**Information and Communication Technology:** ICT will be delivered by different subject specialists in Year 7 and 8. From Year 9 ICT specialist teachers will be appointed. They will also be responsible for developing the ICT curriculum in KS4.

**Other Key Stage 3 subjects that will be taken by all pupils:** History, Geography, Religious Education, Music, Art, Drama, Physical Education and Technology.

**Personal Social and Health Education:** PSHE will be delivered by Form Tutors.

**Gifted and Talented:** Those pupils who show academic ability and aptitude will be given opportunities to accelerate their learning and be challenged further. This will be enabled by setting in most subjects from Year 8 and by early entry for examinations in Mathematics and Core Science.

**Students with Special Educational Needs:** These students will be supported by:

- a variety of activities;
- a variety of teaching styles;
- opportunities to work alone, in a small group, with an adult, with different adults and without an adult;
- opportunities to learn new skills, to revisit emergent skills and to generalise others;
- opportunities for self-directed activity;
- opportunities to have personal needs or therapeutic needs met as well as learning needs
- dedicated teaching and non-teaching staff who will ensure that these students receive equal access to the curriculum and are able to realise their own potential academically, socially and emotionally

Students with SEN and / or disabilities will have their needs assessed by a qualified professional at an early stage and will be given full support to help them realise their potential. Newham Free Academy will develop close multi-agency links including the

Local Authority, counselling and therapy services, Dyslexia, Hearing impaired services, CAMHS and other outside agencies as required. Newham Free Academy will ensure that students with SEN are fully supported throughout their time at the school and will receive equal access to the curriculum and wider school life.

Regular 1:1 tuition will be provided by a qualified professional for those students who are identified as having SEN and laptops will be provided as standard for students who are diagnosed with dyslexia and other language based learning difficulties.

In addition to the above students who are from a deprived background, are in care or are learners with social, emotional and behavioural difficulties will be identified early and targeted with additional support and intervention.

**Students who are learning English as an additional language (EAL):** These students will have their needs assessed by specialist EAL staff and their English teacher. They will be supported by:

- The support teacher, teaching assistant and / or class teacher who will focus support on a specific group of pupils during lessons in order to support children in better accessing a lesson;
- The EAL / class teacher or teaching assistant who on occasions when specific difficulties and misconceptions arise, will provide individual support either before or during the main lesson;
- Designing specific resources to support the learning or curriculum access needs of bilingual pupils;
- Monitoring progress of bilingual learners;

Newham Free Academy will abide by the Special Educational Needs Code of Practice.

As a Humanities Specialist College we place emphasis on problem solving, independent learning and global awareness. Students study Religious Education and Citizenship encouraging them to become active global citizens. All students will benefit from work related learning and community placement opportunities.

### **Key Stage 4 Curriculum – Years 10 and 11**

**Core subjects:** Every child at the School will study a core of subjects at GCSE level at Key Stage 4, including English Language, English Literature, Mathematics, Humanities from History or Geography, Science (worth between two or three GCSEs, depending on the depth of study) and a Modern Foreign language. This will lead to between six and eight GCSEs depending on whether English Literature is studied and Triple Science studied. Newham Free Academy will fully comply with the requirements of the English Baccalaureate (EBACC). This core compulsory component of GCSE subjects will ensure students are fully prepared for the EBACC.

**Options:** Pupils will then choose a further two options from a menu that includes an additional Foreign Language, History or Geography, ICT, Law, Religious Education,

Music, Art, Drama, Physical Education, Technology plus a choice from BTEC Certificate and Diploma courses.

**Humanities:** In Key Stage 4, pupils will also take a compulsory Humanities course that will involve group work, collaborative learning on key global issues and problems. This will be built into the KS4 timetable as a 1 Hour lesson per week during Year 10. This will also include a statutory Religious Education component.

The tables below show a typical allocation per subject per week:

Yr	KS3 CORE All students study all subjects														Total Lessons
	ENG	MATHS	SCI	ICT	PE	MFL	PHSE	RE	HI	GG	DR	MU	ART/TECH	TUT	
7	5	5	4	1	2	1	1	1	1	1	1	1	1	0	25 Hours
8	5	5	4	1	2	1	1	1	1	1	1	1	1	0	25 Hours
9	5	5	4	1	2	1	1	1	1	1	1	1	1	0	25 Hours

KS4	ENG	MATHS	SCI	MFL	HUMS GCSE	PE	Core Hums	OPT1 or OPT 2 or Opt 3 or Opt 4 (2 Hours per option per week)	Total Lessons
10	4	4	4	3	3	2	1	4	25 Hours
11	4	4	5	2	2	2	0	6	25 Hours

**Options from:**

Modern Foreign Language, History or Geography, ICT, Law, Religious Education, Music, Art, Drama, Physical Education, Technology, Triple Science (3<sup>rd</sup> Science GCSE), BTEC courses likely to be PE, Applied Science, Leisure & Tourism, Performing Arts.

Core Humanities will include a statutory Religious Education component.

Below are sample timetables for KS3 & KS4:

**KS3 Sample Timetable:** [REDACTED], Year 8 Student

2012-13	Mon	Tues	Weds	Thurs	Fri
P1 (8.30-9.30)	Maths	Sci	Art/Tech	Eng	Maths
P2 (9.30-10.30)	Eng	RE	Maths	Sci	PHSE
<b>BREAK (10.30-10.50)</b>					
P3 (10.50-11.50)	Sci	PE	Sci	MFL	Eng
P4 (11.50-12.50)	Geog	Maths	Eng	Maths	Mus
My Learning Session (12.50-1.10)	My Learning	My Learning	My Learning	My Learning	My Learning
<b>LUNCH (1.10-1.50)</b>					
Tutorial / Assembly (1.50-2.05)	Academy Assembly	Tutorial	Tutorial	Tutorial	Full School or Key Stage Assembly

<b>P5 (2.05-3.05)</b>	Hist	Eng	Drama	ICT	PE
<b>Optional After School Activities / Clubs / Intervention (3.05-4.00)</b>	<i>Media Club</i>	<i>Maths Revision</i>	<i>Science Club</i>	<i>Football Club</i>	

Notes: 5 x1 Hour Lessons = 25 Hours per week (Does not include My Learning Session)

### KS4 Sample Timetable: [REDACTED], Year 10 Student

2015-16	Mon	Tues	Weds	Thurs	Fri
<b>P1 (8.30-9.30)</b>	Maths	Sci	Geog/Hist	Eng	Art
<b>P2 (9.30-10.30)</b>	Eng	French	Maths	Sci	Art
<b>BREAK (10.30-10.50)</b>					
<b>P3 (10.50-11.50)</b>	Sci	PE	Sci	Drama	Geog/Hist
<b>P4 (11.50-12.50)</b>	Geog/Hist	Maths	Eng	Maths	Core Hums
<b>My Learning Session (12.50-1.10)</b>	My Learning	My Learning	My Learning	My Learning	My Learning
<b>LUNCH (1.10-1.50)</b>					
<b>Tutorial / Assembly (1.50-2.05)</b>	Tutorial	Academy Assembly	Tutorial	Tutorial	Full School or Key Stage Assembly
<b>P5 (2.05-3.05)</b>	French	Eng	Drama	French	PE
<b>Optional After School Activities / Clubs / Intervention (3.05-4.00)</b>	<i>Science Coursework Improvement</i>	<i>Community Activity – Student Council</i>	<i>Art Club</i>	<i>Choir</i>	

Notes: 5 x1 Hour Lessons = 25 Hours per week (Does not include My Learning Session)

x4 Maths GCSE – worth 1 GCSE  
x4 Eng GCSE – worth 1 or 2 GCSEs  
x4 Sci GCSE – worth 2 GCSEs  
x2 Geog/Hist – worth 1 GCSE  
x3 French – worth 1 GCSE  
*(EBACC Requirement fulfilled)*

x2 Drama – worth 1 GCSE  
x2 Art – worth 1 GCSE  
Total possible GCSE passes = 9

x2 PE - statutory  
x1 Core Humanities – enrichment in line with school's Humanities Specialism  
x1 (100 mins / week) My Learning – personal and emotional development, progress monitoring, revision planning

The school day will end at 3.05pm but students will be expected to take part in an optional after school activity.

#### 4. Organisation of pupils

Newham Free Academy will arrange and allocate students in the following way:

Year Group	Maximum Number of Students	Number of Tutorial Groups	Maximum number of students per Tutorial Group	Maximum number of students per Subject Group	Method used to allocate students to Tutorial Groups	Method used to allocate students to Subject Groups	Arrangement of Year Group as Vertical Academies
7	180	6	30	30	Mixed Ability based on KS2 DATA on entry	Mixed Ability based on KS2 DATA on entry	6 Tutorial Groups of Mixed Ability uniquely named as 'Academies' e.g. Olympic Academy (30 students/Academy)
8	180	6	30	30	Mixed Ability <u>Vertical Arrangement</u> based on Year 7 Data for current Year 8 and KS2 Data for incoming Year 7 (Group to comprise of 15 Year 7 students and 15 Year 8 Students)	Setting in Maths, Science, MFL according to ability. Mixed Ability for all other subjects	Total number of students in school = 360. Mixed Ability <u>Vertically Arranged Tutorial Groups to become unique Academies</u> (60 students/Academy)
9	180	6	30	30	Mixed Ability <u>Vertical Arrangement</u> based on Year 8 Data for current Year 9, Year 7 Data for current Year 8 and KS2 Data for incoming Year 7 (Groups to comprise of 10 students from Year 7, 8 and 9)	Setting in Maths, Science, MFL according to ability. Mixed Ability for all other subjects	Total number of students in school = 540. Mixed Ability <u>Vertically Arranged Tutorial Groups under unique Academies</u> (90 students/Academy)
10	180	6	30	30	As above with Year 10 allocations based on Year 9 Data	Setting in English, Maths, Science, MFL according to ability. Mixed Ability for all other subjects	Total number of students in school = 720. Mixed Ability <u>Vertically Arranged Tutorial Groups under unique Academies</u> (120 students/Academy)
11	180	60	30	30	As above with Year 11 allocations based on Year 10 Data	Setting in English, Maths, Science, MFL according to ability. Mixed Ability for all other subjects	Total number of students in school = 900. Mixed Ability <u>Vertically Arranged Tutorial Groups under unique Academies</u> (150 students/Academy)

## 5. Pupil development and achievement

We understand that the single most important factor in successful schools is the quality of learning.

Since learning is the core activity at Newham Free Academy, it therefore follows that:

1. The focus will be on young people and their learning
2. The adults in the school will be encouraged to be continuing learners themselves
3. Staff will be encouraged to collaborate by learning with and from each other to ensure a consistency of approach
4. The school as an organisation is a 'learning system'

We will ensure that all members of the Newham Free Academy community strive to:

- enable effective learning to take place in every classroom
- ensure that the focus will be on young people and their learning
- make explicit our beliefs about the characteristics of an effective learner
- enable all members of the school community to be successful learners

### Outcomes

As a result students of Newham Free Academy will be:

1. Effective independent learners
2. In receipt of a good, well balanced, consistent curriculum that meets their needs
3. Able to enquire and solve problems
4. Able to see the links between curriculum areas
5. Able to transfer skills across their curriculum experience

### Indicators for Success

As a result the students and the school will benefit from:

- Well organised and well planned curriculum areas
- Consistent approach to teaching and learning evidence and documentation
- Excellent contextual value added scores that reveal that all students have at least met their potential

Regular assessment will take place across KS3 and KS4 to ensure that high standards of teaching and learning are maintained in the school. This will include ongoing teacher assessment of students learning, six data collection points per year, assessments of progress in literacy and numeracy as well as continuous monitoring of student well-being, attitude to learning and motivation. At KS4 and KS5 data from modular examination sessions will be used to measure student progress against target and challenge grades.



Students will take CATS (Cognitive Abilities Tests) in Year 7. Student's progress will be monitored closely using the latest educational software and tracking system such as SIMS so that intervention and support can be provided for individual students where needed. We will employ a dedicated DATA Manager in Year 2 to oversee the whole school assessment and achievement process.

We expect all staff at Newham Free Academy to be on a learning journey: adults need to model learning behaviour by behaving as effective learners themselves. We are committed to continuous professional development focussing on the art and science of pedagogy: on managing learning in classrooms. Most staff training sessions will focus on improving teaching and increasing our knowledge and understanding of the learning process.

We will implement an **Observation and Monitoring Policy** to make clear the powerful role that observation and peer coaching have in creating a stimulus for professional development. Likewise, we will have a CPD policy which outlines routines and procedures for staff professional development.

### **Baseline data, assessment and target setting**

Assessment should be inherently formative and give students genuine feedback on their learning.

### **How we will monitor teaching and learning at Newham Free Academy**

1. Systematic programme of lesson observations, which are carried out by Middle and Senior Management
2. Monitoring of exercise books, planning and marking as part of the lesson observation programme
3. Monitoring of displays of students' work
4. Homework checks carried out by Middle and Senior management
5. Analysis of teacher performance from GCSE / BTEC examination results

Student achievement will be measured year on year and teacher performance will be measured against national benchmarks, similar schools, prior student data and student targets pre-set. Newham Free Academy will be robust and rigorous in ensuring that by the end of the first KS3 phase, in 2014-15, academic standards are at least in line with student KS3 targets, local and national benchmarks and those of similar schools. Newham Free Academy will be active from the day the school opens to ensure that underachievement in students and / or underperformance in teaching does not take place. The senior leadership team will be accountable to the Governing Body to ensure student success is realised by the end of KS3 and KS4 in 2016-17.

## **6. Discipline**

High standards of discipline will be maintained in the school largely through the recruitment of well-qualified, experienced teachers. Positive reinforcement and Assertive Discipline techniques will be deployed by teachers who will be coached and trained in-house to instil high standards of respect, care and trust amongst the student body. Teachers will create a positive learning environment and command presence and authority in their classrooms and around the school community. It will

be the goal of all stakeholders led by the teaching staff and Leadership team to make Newham Free Academy a school that we can all be proud of in Newham, London and nationally. The school will also have a clear, consistent behaviour management system in place which is based on a healthy balance of rewards and sanctions. This will be outlined in the school's Behaviour Policy. A Code of Conduct for the students to follow will ensure that the school's expectations for behaviour are clear and easy to follow. Parents and children will be requested to agree to the school's Code of Conduct on entry to the school.

In summary our Behaviour Policy will include:

Teaching and learning takes place most effectively where there is an ethos of mutual respect and understanding based on a positive approach to behaviour management. Underpinning this is recognition that, while it is not possible to control the behaviour of another individual, we can influence the outcomes by our response to their actions.

This is achieved through common, clear expectations, a consistency of approach and agreed high standards that recognizes:

- Behaviour is a learnt response. It can be changed by modelling alternatives and leading or guiding individuals to develop new behaviour skills that are more considerate of others.
- Behaviour is chosen. All individuals are responsible and accountable for the choices they make and the consequences that follow.
- Behaviour communicates information about needs. Poor behaviour may be linked to a student's problems in understanding lessons, and therefore may require additional support to address them effectively. There must also be recognition that behaviour can be the result of influences outside the classroom and school that needs some acknowledgement and support.

**Appropriate behaviour** is defined as that which promotes courtesy, co-operation and consideration in relationships with others within/outside the school.

**Inappropriate behaviour** includes, for example, bullying and harassment (physical or verbal), disruption to teaching and learning, vandalism, wearing uniform incorrectly and any behaviour that brings the school into disrepute whether in or out of school.

**All staff** will:

- **Promote positive behaviour** throughout the school by building positive working environments, giving regular encouragement and acknowledging students who are behaving responsibly and thoughtfully.
- **Establish clear classroom routines** that will support the Behaviour Management Framework
- Use **positive behaviour management strategies** that will contribute to a classroom climate that is conducive to effective teaching and learning.
- Keep the **focus on the primary behaviour** and, where appropriate, tactically ignore secondary behaviour or re-direct it using a range of appropriate strategies
- Use **rewards** to help students to realise that good behaviour is expected and these are clearly defined in the procedures.

- **Minimise unnecessary confrontation** when managing students by avoiding ridicule, sarcasm and criticism that threatens to undermine student confidence and self-esteem and prevent the building of positive relationships
- **Use positive corrective language** wherever possible so that the focus remains on the behaviour expected rather than the disruptive behaviour displayed in order for good working relationships to be re-established quickly
- **Model and expect respect** by separating the behaviour from the person; using private, not public, reprimands; taking students aside to focus on what they should be doing; avoiding holding grudges and re-establishing the relationship after correction
- **Use a range of strategies to deal with low-level inappropriate behaviour** Consequences may be immediate or deferred and the emphasis is on **certainty** rather than **severity** of response. Staff will always make it clear to students why a sanction is being applied and what changes in behaviour are required to avoid future sanctions.
- **Deal assertively with persistent or extreme inappropriate behaviour** by immediately removing the student from the audience to allow cool-off time and a chance for the student (and teacher) to regain control.

However, where very serious misbehaviour warrants immediate exclusion from the classroom because the safety of staff or students is at risk and the lesson cannot continue, support will be sought from the Senior Leadership Representative on duty.

Newham Free Academy will endeavour to instil a sense of pride, belonging, citizenship and self-discipline in all of its students through implementing a smart, formal uniform. The school will work with a local supplier or high street store, for example TESCO or ASDA, to supply the uniform at minimal cost so that it is affordable for all parents.

Newham Free Academy will maintain high levels of attendance by:

- fulfilling our statutory obligation to maintain an accurate attendance register
- making a telephone call home where a student has not been recorded as present by 9am
- use text messaging software to keep families informed of lateness to school
- develop continuous links with families where absence (authorised or not) has become or is developing into a regular occurrence
- liaise with outside agencies such as the Education Welfare Office, Social Services as appropriate to ensure that effective intervention is made early to ensure a student does not become a long term school refuser

## 7. Community Links

There will be a strong emphasis in the school on personalised learning, independent learning and collaborative learning for students to enable them to identify and develop their potential strengths, talents and interests within different subject areas. A weekly choice of enrichment learning activities will be offered which make use of

existing facilities and professional expertise within the community. This will equate to 8% of the timetable and will develop and encourage the student's personal aspirations for the future, understanding of self and others and raise their awareness of the importance of making a valuable contribution to the community they live in.

For example, students will be able to choose from:

- The famous award-winning Theatre Royal Stratford East – this will enrich the teaching of English Literature, Drama and personal development by watching productions, taking part in workshops and stimulating students' imagination
- Brick Lane Music Hall - The country's last traditional music hall, bringing a taste of the old East End into the 21st century – this will enrich the History curriculum and as a Humanities specialist school students will learn how their community has changed over the last century
- Stratford Circus - a new kind of arts centre - a first class learning facility, a top venue and valuable educational resource – this will enrich the Art curriculum and be a valuable resource for 'off site' learning. Students will be able to learn alongside others across age ranges from their community at large. As a Humanities specialist school this will further develop students' awareness of interacting with others and the importance of living as part of a wider community
- The 2012 Olympic Park – the legacy from the Olympics will provide world class sports facilities for students across the age range of 11-19
- West Ham United Football Club offer community outreach workshops and stadium tours – this will enrich the PE curriculum and the BTEC PE courses where real world experience of sport is required. A visit to the stadium will also be very inspiring for students who will find out about the long standing history and success of the football club in the heart of their community, something they can all be proud of in the same way that they can be proud of their school and its achievements.
- The Stratford Shopping Centre, numerous Newham markets and the forthcoming Westfield Shopping complex all offer students the opportunity to learn about running a small business, understand how large corporations work and take up valuable work experience placements at KS4. This will enrich the PHSE units on Money Management and Running Your Own Business and related topics in the Maths curriculum.
- Dare2Dance - Street Dance Sessions for students between 14-19. This will enrich the Drama, Music and Performing Arts curriculum as well as providing a source of inspiration to our students who aspire to a career in the entertainment industry.
- 4 Leisure Centres – These will enrich the PE and BTEC Leisure / Tourism curriculum and provide all students with access to high quality fitness facilities enriching their understanding of the importance of living a healthy lifestyle through regular exercise and eating a balanced diet.
- London City Airport - the UK's leading business airport provides huge opportunities for project based work and work experience placements for our students developing their knowledge and awareness of the world of work.
- In neighbouring Tower Hamlets the major business district of Canary Wharf is found which provides a wealth of learning opportunities for students with

aspirations in business, banking, retail and leisure and these aspects can directly enrich the core Humanities curriculum, BTEC Business course and Maths curriculum

Newham has extensive public transport systems which will be used to transport students to and from venues within the community. This will also encourage and promote the use of public transport amongst young people and raise awareness of environmental issues caused by city centre traffic congestion for the future. A long-term agreement with the Newham based East London Bus Company will ensure that transport costs are kept to a minimum.

Newham Free Academy will develop strong links with them and take advantage of the excellent learning and enrichment opportunities which they have to offer students. In doing so Newham Free Academy will also communicate our vision that schools should and can make a difference to the life chances of children, young people and the communities that they serve. This will enable relationships with the community to grow and students will believe they can achieve success in a 'can do' culture. Newham Free Academy will engage with the local community by offering the facilities to be used by local groups, families, organisations, Newham residents, private enterprise. The first cohort of students will promote the school further by developing community links by inviting local residents to school productions, concerts, shows, events, bazaars and to use the facilities available. Newham Free Academy students from the Student Council will be selected democratically to become Newham Community Representatives for the local community by conducting 'litter picks' in the immediate roads around the school and by inviting parents and elderly local residents to coffee mornings and Christmas lunch celebrations. Newham Community Representatives will also organise fundraising events for local charities and organisations.

Newham Free Academy will fully comply with our responsibility to act in line with the Equality Act 2010.

## **8. Term Structure.**

Newham Free Academy's school year will be structured into three full terms, Autumn, Spring and Summer which will be divided into six half terms.

## **9. Value for Money.**

Newham Free Academy will ensure that the school budget is linked directly to the School Development Plan and that money is targeted at delivering the highest standard of education for all children at the school. Value for money will be assessed according to:

- Contextual value-add data provided by the annual Raise Online report
- Teacher Assessments, student attainment data from formative and summative assessments collected at six data collection points per year throughout KS3 and by the end of the first KS3 phase in 2014-15 our students must at least meet their target levels
- GCSE and equivalent qualifications results compared to National Averages at

KS4 and by the end of the first KS4 phase in 2016-17 our students must at least meet their target grades

- GCE and equivalent qualifications results compared to National Averages at KS5 and by the end of the first KS5 phase in 2018-19 our students must at least meet their target grades
- Newham Free Academy will actively encourage Sixth Form students to aim for Oxbridge Entrance, Russell Group Universities and ensure students on vocational courses secure higher and further education placements or enter the world of work.
- Annual parent satisfaction surveys
- Annual pupil satisfaction surveys
- OFSTED inspection reports
- Reputation within the local community
- Comparison with similar schools rated 'outstanding' and 'good' by Ofsted
- Conducting annual staff, student and parent/carer surveys through independent organisations and publishing the findings to the same

## **Section 5: Evidence of demand and marketing**

We collected evidence of demand for places at Newham Free Academy through several routes. These were:

1. A website explaining our vision, aims and ethos with
  - a) mail box for visitors to send us their comments and questions
  - b) online Parent Support Questionnaire to collect parent support, vital information and data to support the case for Newham Free Academy, a new secondary school in Newham
  - c) opportunities for local residents and parents to join our proposal group

To date, the website has received over 400 visitors and over 1000 page views since going live on 5<sup>th</sup> March 2011. The average time spent on the site is over five minutes per visit. Currently, 35% of visits are new visitors on a daily basis which is encouraging but also suggests that previous visitors are coming back to the site to find out how the proposal is progressing. This number is growing on a daily basis.

2. A high quality, gloss, colour, A5 Parent Support Questionnaire which explained our vision, aims and ethos and invited parents to give their views and register their interest. The Parent Support Questionnaire was hand delivered to 5000 homes, businesses, Churches, Mosques, other places of worship, community centres and primary schools in Newham.

3. Community Presentations – we visited local Church and community groups and delivered high quality powerpoint presentations to parents outlining our proposal and seeking their support and feedback. We were able to collect completed questionnaires from these events.

4. We visited local markets and shopping centres promoting our proposal to parents by approaching them on foot, discussing the proposal and asking them to complete a

Parent Support Questionnaire if they were interested in supporting our proposal.

5. We are placing a high quality, gloss, colour, A5 Parent Support Questionnaire and information flyer in a local magazine called 'The Newham Mag'. The Newham Mag is published fortnightly and delivered free of charge to every home in Newham.

6. We contacted every primary school in Newham and explained our proposal, inviting them to inform parents and seeking their support in putting us in touch with parents in Year 5.

7. We contacted Newham Council and informed them of our proposal. We had a very positive meeting with two key Executive Officers:

1. [REDACTED], [REDACTED], [REDACTED], [REDACTED]
2. [REDACTED], [REDACTED], [REDACTED], [REDACTED]

At the meeting we outlined our vision, aims and ethos and discussed the need for an 11-18 co-educational community comprehensive school in Newham and the evidence we had collected confirming the demand from parents. The meeting was very positive and our proposal was, in principle, supported and encouraged by LB Newham due to the soaring birth rates and increased demand for school places. We discussed our plans for admitting pupils. This was welcomed by the [REDACTED] who could see that we were committed to opening a school with no barriers to entry at all, open to all young people in Newham. Our commitment to equality of opportunity for all is cemented in our admissions policy.

In line with our current consultation and the statutory consultation required we discussed the timeline for prospective parents evening to be scheduled with the London Borough of Newham calendar for Autumn 2011. The [REDACTED] advised us to notify them as early as possible if our bid is approved by the DfE, preferably in late August or early September so that Newham Free Academy could be included on the schedule of prospective parents evening events.

We have reassured the LA that we would be looking to work alongside them.

8. We visited three neighbouring boroughs, Barking and Dagenham, Tower Hamlets and Hackney. We delivered the same presentation to parents in Churches and community groups in these boroughs to promote our proposal and seek parent support. Many children come into Newham to attend primary school from neighbouring boroughs. We saw this as an opportunity to gauge support from these parents who were keen to keep their children within the Newham education system. In addition to this, our research and anecdotal evidence showed that many parents who attend Churches, Mosques and community groups in neighbouring boroughs were actually resident in Newham with children in Newham primary schools. This enabled us to extend our consultation and marketing to a wider area and catch more Newham parents who were likely to support our proposal.

Below is an extract from our Parent Support Questionnaire to show which questions we asked:

## **Redeemer Educational Services Ltd**

### **Parental Support Survey**

We, Redeemer Educational Services Limited (07477532) are currently collecting surveys to measure interest for a new secondary school in our area. We would greatly appreciate if you could fill out as much of the following form as possible. We may share this information with the Department for Education as part of our application for a new school.

#### **Would you be interested in sending your child to Newham Free Academy?**

Please tick

- Yes, Definitely!
- Maybe, I would need more information
- No, I'm satisfied with our local education provision

#### **How many children do you have?...**

#### **What are their year groups at school?...**

#### **What is your postcode?...**

(Postcodes are helpful to map out potential school areas based on need and community interest)

#### **Would you like to be updated on our progress?...**

(Please include your email address and any contact information that you would like so that we can keep you updated on our progress!)

#### **Additional Comments?...**

(Essentially, tell us why your family/community needs a school)

#### **Would you be interested in joining the campaign or assisting the school in any capacity?...**

(Your skills and expertise will help the proposal)

**Full Name...**

**Signature...**

**Address...**

**Telephone...**

**Email...**

**Date...**

### **Thank you for taking the time to complete this questionnaire**

We visited as many parts of the borough as possible ensuring we were promoting Newham Free Academy to all sections of the community in particular those from deprived or disadvantaged families. We promoted Newham Free Academy to the large number of diverse groups in Newham and were active in delivering our flyers and questionnaires by hand ourselves (in addition to using other media) to allow parents to see the 'human face' behind the proposal. We made sure that our questionnaire was delivered to parents who lived in deprived areas in council tower blocks and housing estates, Churches, Mosques, community groups, outreach centres and shops serving communities from Black and Ethnic Minorities and the diverse international community resident in Newham. We walked into focal points within the community such as launderettes, street markets, public houses, cafes and



were present on the approach roads to West Ham United Football Club on home match days giving out flyers and talked to parents with children about our proposal.

We are planning a press release to The Newham Recorder (the local newspaper) and to develop ongoing press updates with them once our bid is approved by the DfE.

The result of our consultation to date has been very positive:

401 completed questionnaires (combined hard copies and online electronic copies) received so far. 390 out of 401 have stated a definite Yes to being interested in sending their child to Newham Free Academy. This equates to 97.3%. The remaining 2.7% opted for maybe and wanted more information.

Over 370 parents were resident in Newham and had children currently attending a Newham primary school. This equates to more than 90% of parents who responded to our questionnaire.

337 out of the total 401 stated that their child was currently in Year 4 or 5 and would definitely send them to Newham Free Academy in September 2012 or 2013.

The main concerns parents raised in the questionnaires were:

- A desire for a high quality traditional 'no-frills' education
- Strong discipline, family values, respect for oneself and for others at the core of the school's ethos
- Excellent teaching enabling students to achieve their potential academically
- A strong focus on personal development to nurture students to grow emotionally becoming all round good citizens able to cope with the changing world they grow up in

We fully expect demand for places to further increase once we begin to formally advertise and promote the school towards the end of summer 2011, once our proposal is accepted by the DfE. It is highly likely that the school will open at full capacity.

The table below summarises the response we have had:

Completed Questionnaires received as of 15 <sup>th</sup> May 2011	Number of Parents who would definitely send their child to Newham Free Academy	Number of Parents resident in Newham with children in Newham Primary School who responded	Number of Parents with child currently in Year 5 and would definitely send them to Newham Free Academy in September 2012	Postcodes	50% (90 students) Criterion Met Yes or No	Number of Parents with child currently in Year 4 and would definitely send them to Newham Free Academy in September 2013	Postcodes	50% (90 students) Criterion Met Yes or No
401	390	370	160	E16, E15, E13, E12, E7, E6	Yes	177	E16, E15, E13, E12, E7, E6	Yes

Postcode analysis:

	<b>E16</b>	<b>E15</b>	<b>E13</b>	<b>E12</b>	<b>E7</b>	<b>E6</b>	<b>Total</b>
<b>Year 5 Children</b>	35	28	49	18	5	25	<b>160</b>
<b>Year 4 Children</b>	39	19	43	16	19	41	<b>177</b>

We have collected further evidence of demand by researching:

1. Deprivation indices
2. Migration Data
3. Greater London Authority Population Projections
4. Academic standards
5. Class sizes

in the London Borough of Newham.

Our findings are outlined below:

1. Deprivation indices

Source: School Census 2010

Our research shows that 65.3% of pupils who live in Newham fall within the most deprived range according to the 'Income Deprivation Affecting Children Index'. In addition to this, Newham is 5<sup>th</sup> from bottom in this category compared to all other London authorities coming above Haringey (67.5%), Islington (73.7%), Hackney (74.8%) and Tower Hamlets (93.7%).

Newham Free Academy will be open to all young people from across the borough. Feedback and comments from parents from our questionnaire highlighted the following factors of poverty, deprivation, low aspirations, poor opportunities for learning and advancement as key drivers for their desire and support for a new, fresh approach to a high quality traditional education for all up to the age of 18.

2. Migration Data

Source: School Census 2010

The figures below are correct up to Jan 2010:

- 3553 pupils live in Newham or travel into Newham during Year 6
- 3176 Year 6 Pupils stayed in Newham after Year 6
- 377 Year 6 Pupils Left Newham at end of Year 6 (Newham resident and Non-Newham resident)
- 213 pupils alone who lived in Newham during Year 6 left Newham at the end of Year 6

This (377) figure equates to 10.6% of Year 6 Pupils left Newham at end of Year 6

Therefore, for a conservative estimate, the average figure has been calculated to show how many pupils leave Newham at the end of Year 6 =

$377 + 213 = 590 / 2 = \underline{295}$  pupils (on average) leave Newham at the end of Year 6

If we multiply this figure (295) by 5 to show the number of pupils who will leave Newham over the first 5 years at secondary school we arrive at =

$295 \times 5 = \underline{1475}$  pupils (projected forecast) will leave Newham

Therefore, this strengthens our case for the need and demand for a new secondary school as Newham Free Academy will be able to pick up 180 of these students per year. This would stop 900 students from leaving Newham. A further 300 students will stay on in the sixth form in Years 6 & 7 thus completing their education within Newham prior to going on to university, further education and training or employment.

### 3. Greater London Authority Population Projections

Source: 2009 Round of Demographic Projections - SHLAA (revised) (27/09/2010)

The following table shows the projected numbers of Boys and Girls living in Newham at the age of 11:

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2012	1715	1888	3603
2013	1724	1906	3630
2014	1776	1964	3740
2015	1807	1997	3804
2016	1860	2049	3909
2017	1938	2143	4081
2018	2046	2215	4261

The above table clearly shows that pupil numbers will rise year on year in Newham throughout the first life cycle of Newham Free Academy. The trend is set to continue beyond 2018. By 2018 the number of 11 year olds living in Newham would have increased by approximately 18%. If current school places do not increase many 11 year olds will not have a secondary school to go to in Newham.

The following table shows the projected total number of Boys and Girls living in Newham across two age ranges, 10-14 and 15-19 over the next 10 years:

<b>Age Range</b>	<b>2011</b>	<b>2016</b>	<b>2021</b>
10-14	16,837	18,847	20,804
15-19	14,953	16,244	17,658

The above table clearly shows that within five years from now Newham will have approximately 12% more 10-14 year olds than at present and 10 years from now

there will be 24% more 10-14 year olds than the current number.

At 15-19 within five years there will be approximately 9% more 15-19 year olds and 10 years from now there will be approximately 18% more 15-19 year olds.

Both of the above tables clearly show that the demand for school places between 11-18 years will increase significantly. The trends are set to continue beyond 2021. This further strengthens our case for the need and demand for a new secondary school.

#### 4. Academic standards

Source: Education and Skills In Your Area, Department for Education

##### a) GCSE and equivalent results, percentage of pupils gaining - achieving 5+ A\*-C

	2005	2006	2007	2008	2009	2010
<b>Local Authority</b>						
Newham	51.1	52.8	55.6	57.5	63.7	69.2
<b>Region</b>						
London	55.3	58.3	60.9	65	71.3	77.8
<b>National</b>						
England	56.3	59.2	62	65.3	70	75.3

The above table shows the percentage of pupils achieving five or more GCSEs and / or equivalent qualifications in Newham compared to the average of all London authorities and all other authorities across England. Whilst, the trend is rising in Newham, it has lagged behind the rest of London and England consistently, year on year since 2005.

##### b) GCSE and equivalent results, percentage of pupils gaining 5 or more A\* - C grades at GCSE or equivalent including English and Mathematics

	2005	2006	2007	2008	2009	2010
<b>Local Authority</b>						
Newham	40.2	41.1	44	45.3	47.1	52.1
<b>Region</b>						
London	43.3	45.8	48	50.7	54	58
<b>National</b>						
England	42.6	44.1	45.9	48.4	50.9	53.4

The above table shows the percentage of pupils achieving five or more GCSEs and / or equivalent qualifications including English and Mathematics in Newham compared to the average of all London authorities and all other authorities across England. Again, whilst the trend is rising in Newham, it has lagged behind the rest of London and England consistently, year on year since 2005.

c) Percentage of pupils achieving of 2 or more A\* - C grades in Science GCSEs or equivalent

	2005/06	2006/07	2007/08	2008/09	2009/10
Local Authority					
<b>Newham</b>	45.1	46.5	42	49.1	51.7
Region					
<b>London</b>	44.7	46.9	48.7	53.3	n/a
National					
<b>England</b>	45.5	49.8	50.4	53.7	60.2

The above table shows the percentage of pupils achieving 2 or more A\* - C grades in Science GCSEs or equivalent. Whilst overall the trend in Newham is rising (after a dip in 2007/08) the rate of improvement has not matched London and is significantly lower than the National rate of improvement in science.

In light of the government's education White Paper in November 2010 an English Baccalaureate (EBACC) certificate is being proposed and would be awarded to pupils gaining five A\* to C grades in English, maths, a language, a science and a humanities subject. The science component would only be awarded if it were a GCSE qualification only and pupils would still have to achieve at least two GCSE passes in science between A\*-C. This clearly focuses teaching and learning on high academic standards and the need for a more traditional high quality education. All the above tables show achievement in Newham which includes equivalent qualifications. Equivalent qualifications will not be included in an EBACC award which raises the need for an education system focused on rigorous academic standards.

Newham Free Academy would be focused from the day it opens on preparing students for academic excellence, in line with our ethos and core principle that a more traditional education ensuring students 'get the best rather than the most' is needed in Newham.

## 5. Class sizes

### a) Average Size of One Teacher Classes, Maintained Secondary Schools

	2005	2006	2007	2008	2009	2010
Local Authority						
<b>Newham</b>	23.7	23.4	23.4	23.1	23.1	22.3
Region						
<b>London</b>	21.7	21.4	21.2	20.8	20.5	20.5
National						
<b>ENGLAND</b>	21.7	21.5	21.2	20.9	20.6	20.5

The above table shows the average class sizes in maintained secondary schools since 2005. Newham has consistently been above the London and National average, year on year for the last six years. Currently, on average, Newham has about two

more pupils per class than anywhere else in London and England.

This provides further evidence for need of demand for a new secondary school in Newham.

### **Statutory Consultation**

The Academy Trust, Redeemer Educational Services, will continue to carry out a statutory consultation as set out under Section 10 of the Academies Act 2010 throughout the months of June-September as we have done thus far as outlined above. If approved by the DfE this process will continue heavily in the Autumn term marketing the school to parents at a prospective parents evening to be scheduled with the London Borough of Newham as discussed earlier in this section.

### **Our consultation plan**

Who will we consult with?

We will continue to consult with the following groups including:

Parents and carers;  
Newham Local Authority (LA);  
Community groups;  
Potential feeder primary schools;  
Local schools and education providers;  
Newham 6th form College;  
The University of East London;

### **What information will we provide them with and how?**

The documents and information we have already provided will give an overview of our proposal with the proposed opening date of September 2012. We will continue to write to parents and seek their views about the proposed opening of Newham Free Academy.

### **We will make the following clear:**

Should we set up Newham Free Academy?

A time window for all parties to respond by

Our mission and values

Our curriculum offer, 11-18 age range and our admissions policy

Our methods will build upon our initial consultation carried out thus far:

1. Our website explaining our vision, aims and ethos will have latest updates on the proposal. Details about the curriculum, timetable, admissions policy uniform. Full contact details will be made available to parents as well as surgeries where parents can come and ask questions and meet The Academy Trust.
2. High quality, gloss, colour, A5 flyers and brochures which explain our vision,

aims and ethos will be produced for the consultation. Flyers will be hand delivered to homes, businesses, Churches, Mosques, other places of worship, community centres and primary schools in Newham inviting parents to give us their views and by when.

3. Community Presentations – we will continue to visit local Church and community groups and deliver high quality powerpoint presentations to parents inviting them to give us their views and by when.
4. We will continue to visit local markets and shopping centres promoting Newham Free Academy and inviting parents to to give us their views and by when.
5. We will place a second high quality, gloss, colour, A5 information flyer in the local magazine called 'The Newham Mag' inviting parents to to give us their views and by when. The Newham Mag is published fortnightly and delivered free of charge to every home in Newham.
6. We will continue to contact every primary school in Newham inviting parents to to give us their views and by when.
6. We will issue a regular press release to The Newham Recorder (the local newspaper) and to develop ongoing press updates with them.
7. We will contact local radio stations and community radio stations to inform parents about Newham Free Academy and invite them to give us their views and by when.
8. We will invite community leaders from religious groups, voluntary groups, groups and agencies representing vulnerable and 'at risk' children and children from deprived backgrounds and with special educational needs to meet with The Academy Trust to encourage them to apply for a place for the children of the families they represent and to give us their views and by when.
9. We will have a monthly e-newsletter which will be emailed to all existing parents and professional groups / agencies who have subscribed to us and to all new visitors and subscribers. Currently, we have over 400 subscribers. We will build, maintain and update our data lists using our website analytics software, Excel spreadsheets and online Documents facility.
10. We will invite [REDACTED] and [REDACTED] to meet The Academy Trust and outline our plans and vision for Newham Free Academy.

## **Marketing**

This process will evolve and be developed year on year to ensure that 180 school places are filled. The process will become more extensive and effective as the school is established and well known in the community of Newham. We will establish links with local primary schools, community groups and businesses to maintain parental interest and demand. We will advertise in the local newspaper a schedule of Open Days and Open Mornings to include weekends for future prospective parents to come and see what Newham Free Academy has to offer. We will also visit local primary schools and talk to Year 5 parents and children. We will also offer activities and learning opportunities to local primary schools on site at Newham Free Academy to have sample lessons with our teaching staff and meet our students. This plan will be amended strategically going forward to secure the viability of the school long-term. We realise that at present the idea is for the initial consultation and marketing to generate support for establishing Newham Free Academy as a new school. However, in future the situation faced by the school may be very different e.g. other Free Schools being established, greater competition etc and our marketing will

involve developing our established community links. Newham Free Academy will become a part of the community and our ongoing marketing will aim to keep residents and the community at large aware of the benefits, achievements and successes to date.

## Section 6: Organisational capacity and capability

### Capacity and capability to set up a school

Redeemer Educational Services Limited propose a new secondary school, **Newham Free Academy**, for the young people and community of Newham.



Newham Free Academy

### Executive Summary

*Who are we?*

We are an ordinary group of people, parents and families who wish to open a new, coeducational secondary school in Newham. Open to all young people of all backgrounds, faiths, abilities and needs. We have developed large community links in Newham with many parents and families worried about secondary school provision in their local area. We are registered as a charity called Redeemer Educational Services Limited (07477532). Redeemer Educational Services Ltd has an Academy Trust structure. The Academy Trust structure allows us to bring together a range of experience and skills in both the fields of business and education prior to opening.

***Our group is made up of:***

**The Academy Trust - Directors (8) and Members (5)**

**Directors;**

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

**Members;**



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

Governing Body Members / Additional Support;

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

***Our group is supported by an experienced education delivery partner and key Educational Support consultant:***

Newham Free Academy Proposal Support:

- [REDACTED], [REDACTED]  
**Relevant new school experience:**  
[REDACTED], [REDACTED]

**Full CV's of the Directors (8) of The Academy Trust, Redeemer Educational Services Ltd;**

**Director No. 1;**

[REDACTED], [REDACTED]

**Profile**

[REDACTED]

**Career/Political history – Key skills and achievements**

[REDACTED]

**EDUCATION**

[REDACTED]

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**Director No. 2;**

[REDACTED]

**EDUCATION & QUALIFICATIONS:**

**<redacted> CAREER / WORK EXPERIENCE**

[REDACTED]

**Relevant Training Attended:**

[REDACTED] Awards

- [REDACTED]
-

Director No. 3;

[REDACTED]

**PERSONAL PROFILE**

<redacted>SKILLS

- [REDACTED]

**WORK EXPERIENCE**

[REDACTED]

**EDUCATION**

[REDACTED]

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Director No. 4;

[REDACTED]

**Profile**

[REDACTED]

**Employment Experience**

[REDACTED]

**Education**

[REDACTED]

---

Director No. 5;

[REDACTED]

**PROFILE**

<redacted>EXPERIENCE

<redacted>EDUCATION

[REDACTED]

---

Director No. 6;

[REDACTED]

**Summary**

[REDACTED]

**Key Experience**

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

**Career Summary**

**██████████ Qualifications and Education**

██████████

**Director No. 7;**

██████████

**EDUCATION:**

██████████

**WORK EXPERIENCE IN EDUCATION:**

██████████

**Director No. 8;**

██████████

**Personal Statement**

██████████

**Education / Qualification**

██████████

**Membership**

██████████

**Software/System Skills**

██████████

**Referees and Time Commitment for Directors and Members:**

	<b>Name</b>	<b>Position</b>	<b>Providing Required Expertise</b>	<b>Time Commitment</b>
1	██████████	██████████	PR/Communications Legal Educational	2-3 Days / week
2	██████████	██████████	Educational	2-3 Days / week
3	██████████	██████████	Educational	2-3 Days / week
4	██████████	██████████	Financial Control	2-3 Days / week
5	██████████	██████████	Educational	1 Day / Week
6	██████████	██████████	Educational	Eve/Weekends
7	██████████	██████████	Educational	Eve/Weekends
8	██████████	██████████	Commissioning Procurement	Eve/Weekends

			Budget Accountability	
9	██████████	██████████	Health and Social Care	Eve/Weekends
10	██████████	██████████	Pastoral Care	Eve/Weekends
11	██████████	██████████	ICT Infrastructure	Eve/Weekends
12	██████████	██████████	Legal Assistance	Eve/Weekends
13	██████████	██████████	Community Awareness	Eve/Weekends
14	██████████	██████████	Educational – School Leadership	1 Day / Week
15	██████████	██████████	Youth Work Social Services	Eve/Weekends
16	██████████	██████████	Financial / Commercial	Eve/Weekends
17	██████████	██████████	Educational Consultancy	1 Day / Week

### **Appointment of Principal Designate**

We aim to appoint the Headteacher (Principal Designate) during the Autumn school term of 2011 so they may take up their post from 1<sup>st</sup> January 2012. If approved by the DfE in late August / early September we will place an advertisement in The Times Educational Supplement to be published in the issue soon after we are informed of the DfE's decision. The recruitment of a high calibre Headteacher will be assisted by our educational ██████████, ██████████ who has extensive experience of recruitment in education, networks and links with other education organisations. Redeemer Educational Services have decided that the successful applicant to the post of Principal Designate must have Qualified Teacher Status (QTS) and the National Professional Qualification for Headship (NPQH).

We are aware of the resignation deadlines of 30<sup>th</sup> September 2011 for serving Headteachers and 31<sup>st</sup> October for all other teaching staff. If approved by the DfE our provisional timetable for appointing the Principal Designate is as follows:

### **Round 1 – to enable currently serving Headteachers to apply in time for the September resignation deadline**

- 1<sup>st</sup> – 5<sup>th</sup> September 2011, Decide on which media, Times Educational Supplement (TES), Newham Council website. Education Networks, contacts with other organisations, word of mouth. Write advert with date for interview
- Advert appears in TES on Friday 9<sup>th</sup> September
- Job description and any other information to be sent to applicants
- Closing date is 21<sup>st</sup> September
- Shortlisting 22<sup>nd</sup> & 23<sup>rd</sup> September (Directors / Members / Additional Support)
- Interview invite telephone calls / letters and reference requests sent
- Interviews Weds 28<sup>th</sup> & 29<sup>th</sup> September. When candidates attend interview

they will need to bring proof of ID and Qualification documents

**Notes:**

- At least one person on the interview panel should have attended 'Safer Recruitment Practice' training
- Interview questions prepared prior to interview
- When interviewing make notes of the answers
- Interview score sheet to be completed for each candidate
- Offer letter sent to candidate stating appointment subject to satisfactory pre-employment checks
- List 99 and CRB
- Medical
- 2 References
- Once all these checks have been done a contract can be requested and candidate can start from 1<sup>st</sup> January 2012
- All documents have to be kept for 12 months

Should we not appoint on this occasion **Round 2** will take place as follows:

- Advert appears in TES on Friday 7<sup>th</sup> October
- Job description and any other information to be sent to applicants
- Closing date is 19<sup>th</sup> October
- Shortlisting 20<sup>th</sup> & 21<sup>st</sup> September (Directors / Members / Additional Support)
- Interview invite telephone calls / letters and reference requests sent
- Interviews Tues 25<sup>th</sup> & 26<sup>th</sup> October. When candidates attend interview they will need to bring proof of ID and Qualification documents

**The above system will be used to recruit all other teaching staff**

**Capacity and capability to run a school**

Newham Free Academy will have the following management structure:

<b>The Academy Trust</b> (Redeemer Educational Services Ltd) Accountable for running of the school 8 Directors 5 Members
<b>The Governing Body</b> 10 Member Governors – derived from The Academy Trust (combination of Directors and Members of Redeemer Educational Services Ltd) 3 Nominated Governors 3 Parent Governors 2 Staff Governors 1 Headteacher Governor 2 Co-opted Governors 1 Reporting Officer (Internal Audit) 1 LA Governor (TBC)
<b>3 Committees</b> Student Achievement

Communications Resources					
<b>Headteacher</b>					
Accountable to The Governing Body – Responsible for daily operation of the school					
<b>Deputy Headteacher –</b> Accountable to Headteacher		<b>Deputy Headteacher –</b> Accountable to Headteacher		<b>Deputy Headteacher –</b> Accountable to Headteacher	
<b>Assistant Headteacher</b> Accountable to Deputy Headteacher	<b>Assistant Headteacher</b> Accountable to Deputy Headteacher	<b>Assistant Headteacher</b> Accountable to Deputy Headteacher	<b>Assistant Headteacher</b> Accountable to Deputy Headteacher	<b>Assistant Headteacher</b> Accountable to Deputy Headteacher	<b>Assistant Headteacher</b> Accountable to Deputy Headteacher

The Directors will constitute the main part of the governing body of Newham Free Academy. The Academy Trust is accountable for the running of the school and signs the funding agreement. The Academy Trust will appoint Directors otherwise known as Member Governors to manage the school on behalf of The Academy Trust. The Chair of Governors sits on The Academy Trust. The Headteacher sits on the governing body.

The Headteacher is accountable to the governing body for the daily operation of the school. The senior leadership team is accountable to the Headteacher.

The Academy Trust (Redeemer Educational Services Ltd) will become the board of Governors with the above listed Directors, Members and governing body members becoming the permanent board. This will include additional governors from teaching and non-teaching staff, parents and individuals from business and educational backgrounds, who will have overall responsibility for the school. The Governors will also fulfil the role of Trustees of the charity. A number of governing body committees will be formed to have responsibility and oversight of Student Achievement, Communications and Resources. Governors will be trained in their respective roles on appointment and on a continuous yearly cycle.

The Headteacher will be responsible for the day-to-day leadership and management of the school. The Headteacher will operate within the parameters set by the Governors and will report on a regular basis to the board of Governors.

A Deputy Headteacher who will be responsible for developing the curriculum and ensuring that high standards of teaching and learning are maintained across the school. They will also be responsible for pupil assessment and Special Educational Needs and / or disabilities. In the first year of the school the Deputy Headteacher will act as the SENCO and have overall responsibility for inclusion.

An Assistant Headteacher who will be responsible for the pastoral care system, well-being and personal development of students. They will oversee the vertical Academy tutorial system through a line management structure ensuring accountability. They will be responsible for maintaining positive relationships with groups, businesses and organisations within the community, and who will also be responsible for organising an annual programme of enrichment activities for students.

A Finance Director will have overall responsibility for the school budget and finances. They will be a member of the Senior Leadership team and offer strategic leadership on the school development plan and the creation of a 5 year financial plan for Newham Free Academy.

A team of 8 Teachers (FTE contracts) and 2 Teachers (PTE) who will be responsible for teaching children in Year 7. In addition to this core teaching team, the Deputy Headteacher and Assistant Headteacher may each have a smaller teaching load which adds extra capacity should it be required.

A team of 4 Teaching Assistants (FTE contracts) to support learning in Year 7 and to support teaching staff.

A Headteacher PA, an Office Manager and Office Assistant (all FTE contracts) will be responsible for all aspects of school administration.

A Premises Manager and an Assistant, responsible for looking after and maintaining the school site.

Two School Meals Supervisors – responsible for assisting duty teachers at lunchtime patrolling the school site, playground and ensuring smooth and orderly transition of students through the restaurant.

Catering & Cleaning Staff - These services are likely to be contracted out by the school

In Year 2 the following new appointments will be made in addition to increasing the size of the core teaching team:

- A DATA Manager – responsible for managing all aspects of school assessments, data collection points (6 times per year), attendance, punctuality, behaviour monitoring data, SIMS and the publication of student report cards to parents
- Foreign Languages Assistant – to support students in lessons and teachers with planning the delivery of a Modern Foreign Language
- Family Liaison Officer – responsible for supporting students with a variety of social and emotional needs who may be ‘at risk’ and / or vulnerable. They will liaise with external agencies, carers, families and teaching staff providing expertise and guidance to enable students to be fully included in everyday school life

Please see attached Excel Spreadsheet titled **‘Staff and Line Management Structure Yrs 1-5’** to see details of our staffing structure and the roles of staff (both teaching and non-teaching) including details of how the numbers of staff will be increased over time in line with pupil numbers. A diagram may be helpful here. The numbers of staff are replicated in our financial template. Additionally, it shows how structures of accountability will flow between the senior leadership team, middle managers, and other staff, both teaching and non-teaching. The TABS at the bottom will show the structure for each year from Year 1-5.

## Section 7: Premises

We have identified four potential sites for the school. Our research into suitable sites involved the following:

We contacted many commercial estate agents and discussed our requirements for our proposal. The main agents we dealt with were:

1. [REDACTED], [REDACTED], [REDACTED]
2. [REDACTED], [REDACTED], [REDACTED]
3. [REDACTED], [REDACTED], [REDACTED]
4. [REDACTED], [REDACTED], [REDACTED]
5. [REDACTED], [REDACTED], [REDACTED]

We also discussed our site requirements with the two [REDACTED] mentioned in Section 5 – ‘Evidence of Demand’

3. [REDACTED], [REDACTED], [REDACTED]
4. [REDACTED], [REDACTED], [REDACTED]

We also toured the borough by car, on foot and by bicycle to identify potential buildings, sites, locations which could become a temporary or permanent site for the school.

In addition to the above we searched numerous internet websites listing commercial properties in Newham, local newspapers and online magazines and were informed by our prospective parents and community links of possible suitable sites for the school.

We can confirm that no negotiations have been entered into over possible site(s) as per guidelines.

### Our Four Potential Sites

#### The first three sites are our preferred sites

1)

#### **D1 Property without restrictions:**

**The site of the old secondary school, [REDACTED] on [REDACTED], Stratford, [REDACTED].** The site is large enough for a new 11-18 secondary school alone or with a new primary school. The site is an ideal location for size, transport links and has been used previously as a secondary school. It is still owned by the London Borough of Newham and is currently **empty** and **available**. This site would provide an ideal location for Newham Free Academy. We would also be willing to share the site with a new primary school to:

- a) further increase education opportunities for children in Newham from ages 4-18
- b) create a centre of educational excellence offering a world class education and



facilities for the young people of Newham

c) further support families in Newham by providing shared services and extended services e.g. child care, pre-school and after school clubs etc could be provided by Newham Free Academy for children with working families who cannot be collected from school until 5 or 6pm

d) support families where an older sibling from Newham Free Academy can come with and collect a younger sibling at the primary school

The added value and potential long term opportunities, economic advantages and benefits for the macro community of Newham Free Academy alongside a new primary school are beyond the scope of this proposal but can be discussed and revisited at a later stage.

From our discussions with the London Borough of Newham we appreciate and understand the pressures Newham faces regarding the lack of primary school places. We are committed to working with Newham council and as stated above are seeking to create a lasting legacy for the young people of Newham. We believe that two objectives can be achieved by sharing in a new beginning for the site.

To view contact: London Borough of Newham

2)

██████████, ██████████, ██████████, ██████████  
**Empty, disused building on ██████████:**

**Located on** ██████████, ██████████, ██████████. An empty, disused building is found immediately off ██████████ on ██████████, ██████████ opposite ██████████. The building faces ██████████. ██████████ has a distinct red brick / copper colour. The land is in the ██████████, and we believe it is owned by the London Development Agency having discussed it with Newham Council. There is a vast amount of open space around the building and the current buildings would serve well when refurbished as a secondary school with scope for extending the size further. Newham Council welcomed the possibility of the site being used for Newham Free Academy. It is served well by East Ham buses, Beckton Park DLR station and provides easy access by car. Currently, there are no secondary schools on the ██████████ and ██████████ which has only one other secondary school, Kingsford, an 11-16 school. From our Evidence of Demand in Section 5, the postcodes of ██████████ and ██████████ produced the highest number of Year 4 and 5 children whose parents would send them to Newham Free Academy. This site has an E16 postcode with ██████████ and ██████████ adjacent to it.

Map link ██████████

To view contact: London Borough of Newham and London Development Agency

3)

**D1 Property without restrictions:**

Fully Fitted and Equipped **Church / Community Centre** at  
██████████, ██████████, **Plaistow, London,** ██████████

Total seating capacity of about 750

Approximately 10,000 sq. ft. (GIFA)

Rear car park. This can accommodate a maximum of about 35 cars or 22 in marked bays. TO BE LET RV £42,750 Rate in the £0.414 Rates payable £17,698.50 (With Charity Relief rates payable £4,448.61)

**Rent** £140,000 per annum exclusive

Current owners are Royal Connections, charitable organisation

The property is located just off ██████████, which in turn connects ██████████ and ██████████. ██████████ is within about 5 minutes walk. There are also numerous bus routes and local shopping facilities close by. The property is also well located for London City Airport, docklands and the City.

This site is ideal as a temporary site for the first two years of the school or possibly three years. The owners confirmed that planning permission was granted by Newham Council to extend above the car park. This would enable more classrooms to be created and increase the student population of the school. The car park could be used partially or fully as outdoor space / playground as transport links to the school are close and parking in the surrounding roads is available.

To view contact:

██████████

██████████.

Tel: ██████████

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Fax: ██████████

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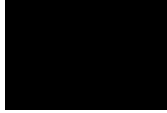
4)

**D1 Property without restrictions:**

██████████, ██████████, Stratford, London, ██████████. A large serviced office building in Newham (██████████). Leaseholders are ██████████. The entire floor is available (6,500 sq ft) which is the current home of ██████████ who are moving out at the end of May 2011. The site has outdoor space across the road in a public park. The rent is £40 / sq ft fully inclusive of all services. This site would be ideal as a temporary site for the first year of the school. It is fully serviced and equipped for the teaching and learning environment. The current tenants have approximately 500 students on roll, although they are not all on site at the same time. The site has excellent transport facilities and is centred in the busy business and retail district of Newham. Other tenants on lower floors include education organisations, property developers, construction companies, dentists and community organisations. We met with the ██████████, ██████████, who explained that the development was very community orientated and that they could easily accommodate 180 students. We also would be able to develop strong business links

with other tenants on lower floors as we canvassed for their opinions and many offered voluntarily to deliver careers advice sessions e.g. careers in dentistry, construction and offered opportunities for work experience placements. Another tenant, an education activities company, would be able to support school trips and journeys. [REDACTED] which provides unlimited opportunities for business links, learning about retail and banking as well as the Olympic Park which can be accessed by The Stratford International Station (under construction) [REDACTED] which will be part of the High Speed 1 link with St Pancras International and Ebbsfleet International and will be a London stop for Eurostar Trains.

To view contact:



### **Capital investment**

We can confirm that we do not have any sources of funding available to us to support the acquisition of the site.