



Department  
for Education

# Free school application form 2014

Mainstream and 16 to 19

**FLOREAT SOUTHALL PRIMARY SCHOOL**

**FLOREAT ALPERTON PRIMARY SCHOOL**

# Declaration

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:** [REDACTED] **Position: Chair of company & Member of company**

**Print name:** [REDACTED] **Date: 9<sup>th</sup> October 2014**

Please tick to confirm that you have included all the items in the checklist. <input data-bbox="976 1715 1018 1760" type="checkbox"/>
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## Section A: Applicant Details

See Excel form.

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## Section B: Outline of the School

See Excel form.

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## Section C: Education Vision

### C.1 INTRODUCTION

Floreat Alperton and Floreat Southall will be non-faith, inclusive two-form entry (2FE) primary schools for children aged 4 to 11, with each school having a Nursery for 3 and 4 year olds. Both schools will open in September 2016.

The schools will join a multi-Academy trust sponsored by Floreat Education, a registered charity that has been approved by the Department for Education (DfE) as an Academy sponsor. This trust is called the Floreat Education Academy Trust, or FEAT. Floreat Alperton and Floreat Southall will join two other schools, Floreat Wandsworth and Floreat Brentford, both of which will open in September 2015.

### C.2 RATIONALE – ALPERTON

#### C.2.1 Basic Need

Across the borough, Brent is being affected by a significant rise in the birth rate that is causing an urgent need for more school places. In the academic year 2012/13, the borough had a 2% excess of pupils – higher than the national and London averages, both of which are 0.7%.<sup>1</sup> Borough-wide projections show that primary pupil numbers are likely to rise by 5,082 in the five years to academic year 2017/18. This is a 20.8% increase and equates to a requirement for 12 entirely new 2FE primary schools across the borough in this period.

The local authority has identified planning area three, where Alperton is located, as a specific zone in which further expansion is required.<sup>2</sup> While there are some school expansions planned in the area these will not meet the projected need, and by 2024 – when Floreat Alperton reaches capacity – there will still be at least a 3FE deficit across all year groups within the planning area. Floreat Alperton would go a significant way to meeting this local need.

Further to this, the school expansions described above have resulted in many of the local primary schools becoming ‘titan’ schools, among the biggest in the country. For example, Barham Primary School is expanding from 630 to 840 pupils; Sudbury Primary School has 900 pupils; Wembley Primary has 870 pupils; and, together Lyon Park Infant and Junior Schools educate 920 pupils.<sup>3</sup>

In addition to the rising birth rate, significant housing developments – 1,500 new homes will be completed by 2016 – are planned in the Alperton area, adding to pupil numbers.<sup>4</sup> Although these developments have been taken into account in the data above, in conversations with Brent Borough Council they have reported that their projections have been conservative, and that these developments may result in more primary aged children than predicted.

Furthermore, Alperton is located on the border with Ealing. As explained in the rationale for Floreat Southall, below, Ealing is facing a rise of over 18% in primary aged pupils by 2017/18, and the cross-borough pressure on places is likely to have an impact on demand for Floreat Alperton.

For 2014 admissions, 80% of primary aged pupils in Brent were offered a place at their first choice school, with 93% offered a place at one of their top three choices.<sup>5</sup> This is very similar to the London averages for primary admissions in this year.<sup>6</sup> However, given the discrepancies in pupil achievement at different schools (see below), being unable to access a particular school can have a significant impact on the educational opportunities of pupils in the Alperton area. The majority of those not offered a place at one of their three preferred schools were not offered one of their top six choices at all.<sup>7</sup> By better meeting the basic need for places with a school that is attractive to parents across the community, Floreat Alperton will help tackle this problem.

Admissions data for 2015 applications also demonstrates that some parents are particularly disadvantaged when it comes to gaining places at particular local schools. In some local schools, up to 97% of places were allocated on the basis of sibling and catchment related criteria, leaving parents without children already at the school or living in catchment area 'black spots' with very little school choice. Additionally, all the voluntary-aided schools within our area of focus allocated 100% of their places using faith-based criteria, thus excluding parents of a different faith or no faith.

### C.2.2 Insufficient High Quality Local Provision

There are six primary schools, two junior schools and two infant schools within a one-mile radius of the centre of the Alperton area (HA0 4LL). Of these, seven are community schools, with three Catholic voluntary-aided schools. We have analysed these schools on the basis of pupil characteristics (see below), Key Stage 2 (KS2) attainment, pupil progress, and attainment gaps between different cohorts (see section E.1). This analysis shows that although local schools are on average performing slightly better than the national average, this masks important inconsistencies in the way that pupils achieve within individual schools.<sup>8</sup> Some children, therefore, are currently at risk of educational disadvantage simply because they cannot access the best local schools. This issue is especially acute because of under-performance at two of the main local primary schools in the area, Lyon Park Junior and Infant Schools. At Lyon Park Junior School, only 63% of pupils achieved Level 4 in reading, writing and Maths in 2013, down 5 percentage points on the previous year. The value-added between Key Stage 1 and Key Stage 2 was below national average overall.

While the mean percentage of attainment at Level 4 or above in both English and Maths in 2013 is 79% across the nearest local schools, this average hides significant variation. Whereas the highest performing school achieves 97% against this measure, the lowest achieves only 63%

(Lyon Park) and two others achieve less than the national average of 75%. Furthermore, the best and third best schools as measured by KS2 Level 4 results are Catholic schools, and are not accessible to children whose parents are not practising Catholics.

There is a similar level of variation in terms of progress, with a range of 17% in Maths progress between the best and worst performing schools. Floreat’s targets for the achievement of all pupils, achievable through our rich programme for core skills and cultural knowledge, and our rigorous programme of monitoring and eliminating achievement gaps, will ensure that our school addresses the disadvantage faced by pupils who might otherwise have attend these less well performing local schools.

### **C.3 RATIONALE – SOUTHALL**

#### **C.3.1 Basic Need**

Across the borough, Ealing is being affected by a significant rise in the birth rate, which is causing an urgent need for more school places. In the academic year 2012/13, the borough had a 0.8% excess of pupils – higher than the national and London averages of 0.7%.<sup>9</sup> Borough-wide projections show that primary pupil numbers are likely to rise by 5,026 by the academic year 2017/18. This is an 18.2% increase from 2011/12 and translates to a requirement for 12 entirely new 2FE primary schools across the borough in this period.

In the south Southall planning area, in which we intend to locate Floreat Southall, the situation is similarly pressing. A rise in the number of births from 1,176 in 2007/8 (the 2012 primary school intake) to 1,437 in 2011/12 (the 2016 primary school intake) means that an additional 261 Reception places are required in this area over that time: this is equivalent to almost nine additional forms of entry.<sup>10</sup> This pressure on school places has resulted in high levels of oversubscription in the closest schools to our preferred site.

*Figure A: Oversubscription at selected primary schools in Southall*

<b>Name of school</b>	<b>PAN (2015)</b>	<b>No. applications (2014)</b>	<b>No. applications as % of PAN</b>
Clifton Primary	60	176	293%
Dairy Meadow Primary	60	205	342%
Featherstone Primary	90	219	243%
Havelock Primary	60	166	277%
St Anselm’s Catholic Primary	30	75	250%

The local authority has embarked on a programme of expansions, complemented by new schools opening across the borough, but the current planned provision is not sufficient to meet the need in the south Southall area.<sup>11</sup> We know this because the local authority have asked us to focus on south Southall as one of the areas of greatest need for new places. Although some expansion is going, via a new free school and an existing primary school that is adding extra places, only 1.5 new forms of entry are being created. This leaves a shortfall of more than 7FE in the year we propose to open our new school if no further provision is made available. By

establishing Floreat Southall with at least two new forms of entry, we can go some way to meeting the basic need for school places in the area.

### C.3.2 Insufficient High Quality Local Provision

There are 9 primary schools, one junior school and one infant school within a one-mile radius of the centre of south Southall (the UB2 postcode). Of these, the majority are community schools, with two academies/free schools and two voluntary-aided schools. We have analysed these schools on the basis of pupil characteristics (see below), KS2 attainment, pupil progress, and attainment gaps between different cohorts (see section E.1). This analysis shows that, although local schools on average perform near the national average, this masks important inconsistencies in the way that pupils achieve within individual schools.<sup>12</sup> Some children, therefore, are currently at risk of educational disadvantage simply because they cannot access the best local schools.

For example, while the mean percentage of attainment at Level 4 or above in both English and Maths is 79% across these local schools, this average hides significant variation. Where the highest performing school achieves 97% against this measure, the lowest achieves only 52%; in all, five schools achieve less than the national average of 75%. There is a similar level of variation in terms of progress: whereas in the best school 100% of pupils make at least expected progress in Maths, in other schools less than 70% of pupils do so.

## **C.4 VISION FOR FLOREAT SCHOOLS**

### C.4.1 Floreat's Mission

Floreat's mission is to enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

### C.4.2 Our Educational Model

Floreat Alperton and Floreat Southall will deliver an outstanding education for all our pupils. To achieve our ambitious outcomes, Floreat Education is developing a complete and scalable educational model for use in FEAT 's schools: the *Virtue and Knowledge School Model*. Our model – which by the time these schools open will have been in use for a year already in Floreat Wandsworth and Floreat Brentford – is based on the classic ideal of education. It will introduce children to the best that has been thought and known while preparing them to seek a good life for themselves and others. Our educational model is designed:

- To make every moment of the school day work harder so that it educates for character virtue as well as academic outcomes;
- To prepare and develop teachers so that they can flourish while delivering our curriculum; and,
- To provide a broad assessment tool that will deliver a range of data to inform teachers, parents and pupils about progress.



The model has three key elements:

### *Virtue and Knowledge Curriculum*

Our curriculum will help pupils develop a sophisticated understanding of the world in which they live. It starts with an emphasis on the rapid development of the *core skills* of literacy and Maths, which enable children to access the curriculum. As children move through the school, increasing time will be allocated to subject-based lessons that deepen and broaden pupils' *cultural knowledge*, extend their vocabulary, and further improve pupils' literacy.

The academic curriculum will be infused with opportunities for children to develop their *character strengths and virtues*. This will include a discrete weekly character education lesson that teaches children explicitly about the character virtues, giving them and their teachers the knowledge, language, moral exemplars, practices and experiences to help them continue strengthening the virtues in their own lives.

We will provide regular opportunities for pupils to develop their intellectual *curiosity* by applying their skills and knowledge to projects that involve either adventure learning in the outdoors or providing a service to other people in the community.

We will implement a series of operational policies, routines and activities – including an extensive extra-curricular programme – that promotes character virtue development throughout the school day. This will help our staff create a flourishing school culture that promotes the development of, and reflection upon, virtue and knowledge.

### *Floreat Teacher Preparation and Development*

Our pupils will only be able to flourish if we support their teachers and other staff to flourish too. To achieve this, FEAT will provide a thorough training and development programme – Floreat Teacher Preparation and Development (FTPD) – that will ensure all staff are able to deliver the Virtue and Knowledge Curriculum with confidence and understanding. Consisting of 15 days preparation before the start of each academic year, a further day each term of INSET, and fortnightly development sessions on Monday evenings, FTPD will help all our staff develop their own professional knowledge and skills, encourage them to explore and take ownership of the curriculum they are delivering, and equip them to both embody high expectations and role model the virtues we seek to promote in our children.

### *Assessment for Flourishing*

In order to provide regular measurement of pupils' academic and character development, we are bringing together a range of different assessment techniques into a single tool – Assessment for Flourishing – that will enable staff and parents to track children's progress against various indicators that reflect their development, both academic and character.

## C.5 FLOREAT'S EDUCATIONAL APPROACH

### C.5.1 Virtue and Knowledge Curriculum

Figure B: Floreat's 4Cs



Through the *Virtue and Knowledge School Model*, we aim to equip pupils at Floreat Alperton and Floreat Southall with what we call the 4Cs: core skills, cultural knowledge, character strengths and curiosity. These are shown in Figure B, and together they enable every child to flourish.

We have used the 4Cs to describe to prospective parents the outcomes we want to achieve for their children. As our demand figures show, it has proven to be a popular approach.

#### C.5.1.1 Core skills

We will teach the core skills – literacy and Maths – that enable pupils to access the entire curriculum. We will use the *Maths Mastery* programme<sup>13</sup> and *Read, Write Inc.*, a literacy scheme that utilises systematic synthetic phonics.<sup>14</sup>

#### C.5.1.2 Cultural knowledge

Our curriculum will ensure that pupils gain the knowledge they need in order to understand, and participate in, the world and society in which they live. Following the pioneering research of E.D. Hirsch,<sup>15</sup> our approach will promote deep and broad understanding rather than simply the retention of isolated facts. A knowledge-rich curriculum is essential to the development of a wide vocabulary, conceptual understanding, higher-level thinking skills and advanced literacy skills. We will use sequential knowledge-based curricula designed specifically for England, drawing on the core knowledge curricula developed by Civitas,<sup>16</sup> and delivered through subject-based lessons.

#### C.5.1.3 Character strengths

All FEAT schools share four core virtues of curiosity, honesty, perseverance and service. Every element of school life will seek to develop these virtues in children. The development of character strengths and virtues is fundamental to the idea of a well-rounded education and essential to the achievement of personal wellbeing. We will provide discrete timetabled opportunities every week for pupils to learn about character, as well as ensuring that every element of the culture of the school is designed to promote and reward positive, virtuous behaviour. Our character education syllabus will be based on the work of our strategic advisers: the Jubilee Centre for Character and Virtues' *Framework for Character Education in Schools*<sup>17</sup> and the *Wellbeing Curriculum* at Wellington College.<sup>18</sup>

#### C.5.1.4 Curiosity

We will develop a love of learning, open-mindedness, and a desire to improve in our pupils by promoting inquiry, questioning and the seeking of understanding. Project-based learning

activities provide the opportunity for pupils to apply their skills and knowledge to projects linked to the outdoors and to serving other people, helping develop intrinsic motivation and intellectual character. We intend to work with the charity Adventure Learning Schools<sup>19</sup> and our strategic adviser Wellington College,<sup>20</sup> which is designing and delivering service learning for its own primary schools, Wellington Primary Academy and Eagle House prep school.

### C.5.2 Realising the Potential of All Children

We are profoundly optimistic about the potential of all children to reach the highest standards – a belief amply justified by the research into ‘talent’.<sup>21</sup> We will set stretching aspirations for every child in terms of both academic and character development. All national curriculum topics will be covered, including subject-based lessons for all pupils.

The intakes of both Floreat Alperton and Floreat Southall will be highly mixed, with much higher than national average levels of children with English as an Additional Language (EAL), and marginally higher levels of children who are deprived, are from ethnic minorities, or with special educational needs or disabilities (SEND). We will be mindful of this range of backgrounds and abilities without lowering our expectations of any child. In Section D.1 we outline the ways in which our curriculum will be adapted in order to meet the specific needs of the pupil populations of Alperton and Southall. We will use Pupil Premium funding to support the delivery of projects that are known to raise standards among disadvantaged pupils, drawing on the Education Endowment Foundation’s *Pupil Premium Toolkit*.<sup>22</sup>

Our educational model will operate for all children across the whole age range offered at the schools. Our pupils will embark on their academic and character development with structured and timetabled activities from the moment they enter the school, including significant elements of literacy and Maths. We will introduce pupils to the other elements of our model during Reception, and the emphasis on these will increase as pupils move up through the school.

We are sensitive to the developmental needs of younger children in Reception and the need for child-centred activities as part of the Early Years Foundation Stage (EYFS) curriculum, and will adapt the timetable accordingly. Many of the subject lessons during the Reception timetable will incorporate significant child-initiated learning activities such as creative art, story writing, role-play and performance.

## **C.6 ACHIEVING OUR AMBITIOUS TARGETS**

Our aim is to secure an outstanding rating from Ofsted in both schools’ first inspections and to achieve sector-leading Key Stage 1 and 2 results. To satisfy Ofsted we will robustly demonstrate half-termly and yearly progress, since national assessments will not have been undertaken before their first visit. Our core academic targets for our first cohort of pupils are:

- Every child will achieve all the Early Learning Goals by the end of Reception. If their baseline puts them at 40-60 months at the point of entry to Reception, then we expect them to be ‘exceeding’ these goals by the end of the year.
- 100% of pupils making required levels of progress in each Key Stage, starting from the new baseline test in Reception;
- 100% of pupils reaching Level 2 or higher at KS1 in reading, writing and Maths;

- 50% of pupils reaching Level 3 or higher at KS1 in reading, writing & Maths;
- 100% of pupils achieving Level 4 or higher at KS2 in reading, writing & Maths;
- 50% of pupils achieving Level 5 or higher at KS2 in reading, writing and Maths; and,
- 15% of pupils reaching Level 6 or higher at Key Stage 2 in Reading, Writing and Maths

Please note that alongside annual assessments we intend to continue using National Curriculum levels until such a time as an improved alternative is developed.

In addition, to match the high aspirations we have for all our pupils, we will aim for:

- No difference in the performance of pupils in receipt of the Pupil Premium or free school meals (FSM), with EAL, or by gender compared to other pupils; and,
- Borough-leading academic performance for pupils with SEND.

We will deliver these ambitious targets by:

- Recruiting high-quality, value-aligned senior leadership and teaching staff;
- Using tried and tested literacy and Maths programmes that have been shown to deliver high academic standards by developing pupils' core skills;
- Utilising cultural knowledge curricula to accelerate pupils' learning by giving them a deep and broad understanding of the world and a rich vocabulary that supports literacy;
- Ensuring every moment of the school day is used to develop pupils' character strengths;
- Providing adventure and service learning opportunities that give pupils the chance to develop their curiosity by applying their skills and knowledge to half-termly projects;
- Employing a range of data-informed teaching and learning interventions that will enable us to ensure disadvantaged pupils, those with EAL, and those with SEND are able to fulfil their potential;
- Creating and delivering a unique training and development programme for all staff so that they can confidently and knowledgeably deliver our curriculum;
- Employing a six-weekly assessment cycle in the core subjects of literacy and numeracy, knowledge acquisition and character development to facilitate continual monitoring, feedback, stretching targets and, where necessary, one-to-one support to ensure all children make outstanding progress;
- Working closely with parents so that they can support their children's learning and character development at home;
- Drawing on FEAT's superb support network, which includes our Executive Team, Trustees, strategic advisers and others; and,
- Using local networks, including expertise in local schools, within the local authority itself, and in our other Floreat schools to challenge and support performance at Floreat Alperton and Floreat Southall.

## **C.7 FLOREAT'S STRATEGY FOR GROWTH**

Floreat Education is a DfE-approved academy sponsor. Floreat is a registered charity (number 1157966) and wholly owns the Floreat Education Academies Trust (FEAT), the multi-Academy

trust in which our schools will sit. Through this application we are bidding for two further free schools – Floreat Alperton and Floreat Southall – to open in September 2016.

Floreat currently has two schools in pre-opening. Floreat Wandsworth is a new two-form entry primary academy and nursery that we were awarded in December 2013 following an open competition run by Wandsworth Borough Council as part of the Targeted Basic Need programme. The school will welcome its first Reception and Nursery pupils in September 2015. More details are available on the school's website: <http://www.floreat.org.uk/wandsworth>.

We have also been awarded our second school, Floreat Brentford, in Wave Seven of the Free School application process. The school will welcome its first Reception pupils in September 2015. In due course we intend to open a nursery at the school. We are currently in discussions with Hounslow Borough Council about siting a speech, language and communication resource base at Floreat Brentford, expertise from which would bring huge benefits to all the schools in the Floreat group. The school's website is [www.floreat.org.uk/brentford](http://www.floreat.org.uk/brentford).

This growth strategy for FEAT falls comfortably within the trajectory that was agreed with the DfE when Floreat Education applied to become an academy sponsor in September 2013:

- 2013/14 – 0 schools open
- 2014/15 – 3 schools open
- 2015/16 – 8 schools open
- 2016/17 – 15 schools open
- 2017/18 – 22 schools open

We have chosen to grow more slowly than initially anticipated because we are driven by a desire to add value to primary schooling in a sustainable way. Therefore, we took the decision to spend a full 24 months researching and developing our education model before beginning to implement it in schools and growing the Trust. Our board also made a decision to focus on starting new schools, rather than taking on existing schools, in our early stages of growth. This decision was taken in order to deliver the best possible design and implementation of our *Virtue and Knowledge School Model* before taking on the burden of turning around weak schools.

By growing in this measured way we aim to create a highly effective, replicable model, and it is now the Trust's intention to reach the target of 22 schools by 2019/20. Nevertheless, due to our success in philanthropic fundraising we have invested in a similar level of capacity as proposed in our original sponsor application. We are, therefore, very well placed to manage the establishment of two further schools in 2016. Furthermore, all of our schools will be located in Greater London in order to maximise the benefits of geographical proximity. More details on our capacity, and how it has and will expand over time, are set out in Section F.1(a).1.

For reference, the DfE has our original academy sponsor application on file. A supplementary note was drawn up in September 2013 in response to feedback from officials, and while this should similarly be on file it has also been included as Annex 1 to this application.

## Section D: Education plan – part 1

Floreat Southall and Floreat Alperton will both open in 2016 and will build up at the same rate:

Figure C: Proposed build-up of pupils at both Floreat Southall and Floreat Alperton

	2016	2017	2018	2019	2020	2021	2022
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Totals	60	120	180	240	300	360	420

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## Section D: Education plan – part 2

### D.1 Curriculum Plan

All Floreat schools will use the *Virtue and Knowledge School Model* set out both above and at greater length in our previous application for Floreat Brentford. This section, therefore, sets out the specific adaptations we will make to the Model to ensure that it is fit for purpose for the specific communities we will be serving in Southall and Alperton.

The most significant features of both these communities are the very high levels of EAL among children and their parents, and the importance of religious communities and institutions in the lives of local people. In order to ensure that all children are able to benefit from our educational model, we are proposing a further series of activities, interventions and adaptations that both harness the opportunities presented by these communities and meet the challenges they present.

#### D.1.1 PUPIL DEMOGRAPHICS

##### D.1.1.1 – Alperton Demographics

Alperton is a small yet extremely diverse ward. There are a multitude of religious and ethnic communities that co-habit within a one mile radius, the largest of which is the Hindu community. This contributes significantly to the richness of the area. Because the ward is overwhelmingly

residential in nature, there are a lack of activities and places for local parents to take young children, with many of the nurseries within the area already operating at capacity. This results in parents either keeping their children at home or having to travel up to Wembley Central and even further to access suitable childcare. The discrepancy between available childcare spaces and the increasing child population reflects the urgent need for not only a new primary school but also for more nursery provision.

During our community engagement (see section E.1), we found that many local parents were unable to understand or speak English. This is reflected in the high levels of EAL found in local primary schools, as evidenced below.

An analysis of the 10 primary schools within one mile of the centre of Alperton shows that the pupil population in this area is highly distinctive.<sup>23</sup>

*Figure D: Key features of local primary schools in Alperton*

Characteristic	Local schools mean	LA mean	National mean
FSM eligible	16.5	26.5	19.2
Pupil premium (approx.)	22.5	34.8	26.8
SEN (SA+/Statement)	9.8	9.2	7.7
EAL	81.1	66.7	18.1

While this data suggests there is likely to be a slightly lower proportion of pupils at Floreat Alperton who are eligible for free school meals and/or attract the pupil premium compared to the average across the borough, these pupils are still likely to form over a fifth of the school's population. Further research into the nature of deprivation in Alperton shows that it is ranked in the most deprived third of all wards in England according to index of multiple deprivation data.<sup>24,25</sup> Having spent significant time in Alperton as a team, this data better reflects the situation on the ground, and the box below on Barham Primary School [Figure F] contains some explanations for the discrepancy. More of our pupils are, therefore, likely to be living in deprivation than are visible by free school meal or pupil premium eligibility.

The proportion of children with SEN either at the level of school action plus or with statements is likely to be slightly higher than both the borough average and the national average. Most significantly, however, the proportion of children with EAL is likely to be almost 15% higher than the already-high borough average: over four-fifths of our pupil population are likely to have English as an additional language. If we compare this to a national average of 18.1%, it can be seen that supporting these students will be central to the success of the school.

#### D.1.1.2: Southall Demographics

Unlike Alperton, Southall is a large ward. It is however also extremely multicultural, to an even greater extent than Alperton. There are a significant number of religious communities, including large Sikh, Muslim, Hindu and Christian communities. Southall is a vibrant area, with public celebrations of the various religious festivals and a plethora of market stalls located on the

Broadway. Southall has many nurseries and children centres, and Ealing Council hold a number of extremely successful children's events and activities. There is, however, a lack of baby and toddler groups in Southall, meaning that parents of very young children often have to travel further afield to access such groups.

Southall is growing rapidly and its regeneration is highly visible. Despite the large-scale new developments, there is a lack of communal hubs where members of all ethnic and religious groups can integrate. As it stands, places of worship also act as the major community hubs. By establishing a non-faith, inclusive primary school, we aspire to provide a place that welcomes all members of the community to come together.

An analysis of the 10 primary schools for which this data is published within one mile of the centre of south Southall shows that the pupil population in this area is highly distinctive:<sup>26</sup>

*Figure E: Key features of local primary schools in Southall*

Characteristic	Local schools mean	LA mean	National mean
FSM eligible	24.5	22.1	19.2
Pupil premium (approx.)	33.3	30.3	26.8
SEN (SA+/Statement)	9.5	8	7.7
EAL	84.7	63.7	18.1

In Southall the percentage of pupils with FSM and SEND are likely to be similar, if slightly higher, than borough and national averages. Again, however, the big difference in this area compared to national and even borough averages is likely to be the very high proportion of children with EAL.

Existing local schools are not currently meeting the needs of all pupils. In some schools, the attainment gap between disadvantaged pupils and their peers at the end of KS2 is as high as 39%. Similarly, there is a mean attainment gap across local schools of 10% for pupils with EAL. A further, and commonly ignored, factor that can influence educational disadvantage is gender: the impact of this varies from school to school, but ranges from a gap of 38% with girls outperforming boys in some schools, and 26% with boys outperforming girls in others. At Floreat Southall, we will carefully monitor such gaps at all levels to ensure that all pupils are participating and achieving.

For more information on the demographics of both areas, see sections E.1 and E.2.

#### **D.1.2 CURRICULUM DELIVERY – MEETING THE NEEDS OF OUR PUPIL DEMOGRAPHIC**

Due to the nature of the anticipated intakes at both Floreat Alperton and Floreat Southall, in particular the exceptionally high proportions of children with EAL, we intend to make some important changes to the way our curriculum is delivered. These changes have been informed by our time spent in these communities as well as visits to good or outstanding primary schools with similar intakes. One of these visits, to Barham Primary School in Alperton, was particularly



instructive. The pupil intake for, and challenges faced by, this school are very close to what we would expect to find at Floreat Alperton. Figure F reports on findings from that visit.

*Figure F: Key findings from visit to Barham Primary School*

Barham Primary School is a large primary school in the vicinity of our preferred site for Floreat Alperton. To spend a morning at the school in order to gain a deeper understanding of the challenges and opportunities of running schools in that community.

The school currently has around 850 pupils in Nursery up to Year 6, and is increasing to four forms of entry in all years. The intake of the school is largely made up of immigrants from the Indian sub-continent:

██████████ estimated that around 50% of the intake was Gujarati, 15% Tamil Sri Lankan and 10% Urdu-speaking Pakistani, with the remainder coming from East African and other backgrounds. In her view the mix of pupils in Southall, an area with which she is also familiar, is likely to be similar. Around 65% of Barham's population is Hindu so they close for the Hindu New Year and add an additional day elsewhere in the year. In addition, Muslim children are given an extra day's holiday that they can claim for one of the Eid festivals.

The mix of the children is similar in Reception compared to Year 6, although younger year groups appear to have a greater prevalence of special and additional educational needs such as autism, speech and language, or social and emotional needs. Staff believe that these needs are exacerbated, and in some cases made harder to identify, by the challenging circumstances in which many new immigrant families live. For example, a number of families are known to live in extremely overcrowded housing, with some dwellings shared by as many as four families.

There is a discrepancy between staff's observations and experiences of deprivation amongst the school's families and the relatively low levels of FSM. This was explained by two factors: first, many families are vegetarian for religious reasons, and although vegetarian food is offered they prefer to provide their children with packed lunches rather than applying for free school meals; and secondly, there are a significant number of illegal immigrants in the local area, who are eligible for a school place but not for benefits and, therefore, not for free school meals either. The reality of the school's performance data suggests that children enter with very low starting points educationally, make reasonable progress in Key Stage 1, but then really accelerate their learning in Key Stage 2. This explains Barham's excellent value-added data but apparently average outcomes data at Key Stage 2. At Floreat Alperton and Southall we expect that by teaching literacy through a knowledge-rich curriculum from Reception onwards, as well as an extensive literacy programme, we will accelerate pupils' learning to the targets we have set.

The school has a number of innovative schemes for working with parents and children to raise standards. For example, while they do not operate a Nursery for two year olds, they do hold parent and toddler groups in the school hall in order to get parents into the school and begin very preliminary learning activities. The school runs summer literacy clubs for all children who want them, is data-obsessed so they have a rich idea of how every child is progressing, and use the online Lexia programme for accelerated literacy interventions. There is a bedrock of excellent pupil behaviour throughout the school. They also seek to direct parents to English language courses and do not routinely translate material for parents because, in the experience of the Headteacher, many parents are illiterate in their own language; the urgent task is therefore to improve parents' English. This is particularly important because pupils at Barham are prone to plateauing in their spelling, grammar, punctuation and vocabulary in Key Stage 2, and therefore it is vital to ensure parents have the ability to support their children's literacy development at home.

██████████ referred to a recent Year 2 seaside visit to underline the lack of common cultural reference points or knowledge of British culture. Children had never eaten fish and chips, visited the beach or the sea, or even seen pictures of the many geographical or historical features of the British coast. While this is only a minor example it reflects the importance of giving mainly immigrant pupils a corpus of knowledge that will allow them to access mainstream British society.

### D.1.2.1 Ensuring high standards of literacy for all children

#### *D.1.2.1.1 Assessing pupils' levels of English in order to inform teaching*

Upon entry into Reception, in addition to the statutory Early Years baseline assessment, Floreat Southall and Floreat Alperton pupils' understanding of spoken English and oral skills will be assessed. This will enable us to distinguish between bilingual (English plus another language) children with EAL and those who are totally new to English. It will also generate important insight into the oral communication skills of our non-EAL pupils.

The English assessment, which we will finalise with support from the Executive Principal for Floreat Wandsworth and Floreat Brentford from January 2015, will take the form of a short conversation between adult and child during which pupils will be asked to follow some simple oral instruction, name a variety of objects and images, and link certain pictures with spoken sentences. This assessment will inform teachers and literacy specialists when they come to designing lessons, differentiation and planning and grouping for interventions.

#### *D.1.2.1.2 Increasing time set aside for literacy and English*

In our previous proposal for Floreat Brentford we outlined a weekly timetable for the Early Years and KS1 that set aside:

- 7 hours and 40 minutes per week for literacy and English teaching,
- 5 hours for Maths, and
- 6 hours and 20 minutes for the cultural knowledge curriculum.

The remaining time in the week was given over to a range of academic and extra-curricular activities, assemblies and break times.

In order to ensure that gaps in English language understanding and communication are eradicated as early as possible in a child's time at Floreat Alperton or Floreat Southall, we expect to re-weight the academic curriculum to ensure an even greater time allocation to learning English. Depending on the outcomes of our baseline assessments, we may increase the time set aside for literacy and English teaching by a further hour per week, in place of the Modern Foreign Language (MFL) lesson. MFL will then begin in Year 1 or Year 2 depending on pupils' progress against our targets in English.

#### *D.1.2.1.3 Meeting pupils' literacy needs through high quality teaching*

Since we expect the majority of our new intakes to have EAL, we intend to address their additional needs through high quality teaching. This means:

- Teachers will be furnished with the means to deliver challenging text-rich literacy and subject lessons;
- Pupils' vocabulary acquisition will be regularly assessed;
- Teachers will be prepared through FTPD to model and expect standard English;
- Technical language will be encouraged through planning and observations; and,
- Teachers will be expected wherever possible to give practical demonstrations when they deliver instructions.

We intend to open nurseries at Floreat Southall and Floreat Alperton. These nurseries' admissions criteria will be in line with those in our schools in order to maximise the proportion of children who stay on into Reception, thus giving us the earliest possible opportunity to work with children to accelerate their language development. Nursery in Floreat schools will prepare children for Reception, with a strong emphasis on oral literacy work to close language and communication gaps before the start of primary school. We will also host parent and toddler groups at the school in order to provide the earliest opportunities to begin working with parents.

#### *D.1.2.1.4 Oral literacy*

In their 2005 Ofsted review of research in literacy and the teaching of English, Myhill and Fisher pointed out that "spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress."<sup>27</sup>

The Education Endowment Foundation's (EEF) toolkit<sup>28</sup> identifies oral language interventions as being low cost and having extensive evidence for their moderate to highly positive outcomes for pupils. EEF estimate that, on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Even more encouragingly, they also find that while all pupils appear to benefit from oral language interventions, studies show larger effects for younger children and pupils from disadvantaged backgrounds.

The EEF has also identified that approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of the new vocabulary. Our *Virtue and Knowledge School Model's* explicit emphasis on teaching discrete subjects from Reception, together with deploying and expecting the repetition of subject-specific technical language in these lessons, will be transformational for our children's spoken vocabulary acquisition and therefore their literacy. The idea of the content-free literacy activity will have no place at Floreat Alperton or Floreat Southall. Beyond the basic skills of handwriting and phonics, literacy lessons will involve pupils reading, discussing and working with content-rich texts that reinforce the knowledge being covered in other academic subject areas and character lessons.

#### *D.1.2.1.5 Equipping staff to improve pupils' English*

At Floreat Alperton and Floreat Southall we will enable our TAs, supernumerary teachers and literacy specialists to increase pupils' exposure to quality oral literacy. Pupils and adults improve at the things they practise, and so the Teach Like a Champion technique 'Right is Right' will be taught and practised during FTPD so that teachers and TAs become meticulous about role-modelled and holding the very highest expectations of language-use throughout school. Standard English will be expected at all time, and staff will be encouraged to correct one another, with honesty and an appreciation of feedback, whenever they fail to use it.

Experience of teaching EAL cohorts suggests that these children will often have home-language specific anomalies in their grammatical construction or specific difficulties with phonics related to their accents. We will make sure FTPD time is given over to discussing this among staff, and we will pool experience and expertise from across all our schools to meet the particular challenges we face.

We will ensure that at least one of our Reception teachers or Teaching Assistants (TAs) is trained to teach English as a foreign language (TEFL). We will employ at least one member of the early years staff who is bilingual in English and the dominant other language spoken in school. On the basis of our demand gathering to date, this looks likely to be Punjabi in Southall and Gujarati in Alpertton. Finally, through the voluntary Booster, Extension and Enrichment (BEE) Time available to Early Years and KS1, we will be able to provide additional teaching to pupils who are still in need of support. BEE Time will be compulsory in KS2 and will be used, where necessary, to provide specialist English language and literacy support for any pupil who still needs it.

#### D.1.2.2 Adapting our academic curriculum

As we anticipate highly varied and multi-cultural, multi-ethnic intakes into our schools, the importance of our knowledge-based curriculum is further elevated because our pupils are less likely to pick up the breadth and depth of concepts and vocabulary at home. A landmark US study by Betty Hart and Todd R. Risley found that, over the course of four years, children from higher income families were exposed to 30 million more words than children from poorer families.<sup>29</sup> This insight lies behind E.D. Hirsch's own studies into the lack of cultural literacy among disadvantaged groups.<sup>30</sup>

Learning this sequence of knowledge is essential not only because the development of higher order communication and thinking skills depends upon it, but because it will provide a range of shared intellectual reference points for children coming from a variety of backgrounds. In this way it will contribute to the integration of our diverse communities into wider British society. It is no exaggeration to say that, without a strong emphasis on literacy and a thorough introduction to the foundations of British culture, the children in both Southall and Alpertton risk being marginalised from mainstream society.

While we do not intend to adapt the cultural knowledge curriculum greatly, for the reasons given above, the breadth of cultures represented in our schools will provide opportunities to tailor our teaching. For example, pupils will study international history to help them develop an appreciation of their origins and those of their peers. Art and music both provide opportunities to explore the traditions of other countries, such as the unique classical music tradition in India, and learn about how they compare with those found in the UK.

Our intention throughout is twofold: to ensure every child has a corpus of shared knowledge and values that will enable them to achieve their potential in British society; and, to give every child the opportunity to expand their knowledge about their fellow pupils and the countries, traditions and cultures from which they come. By teaching both knowledge and character virtue we will build understanding, develop a spirit of inquiry and tolerance, and help forge a set of values that will underpin all pupils' flourishing. In this way we can help create common identity and understanding between our pupils, which is essential to the success of the highly diverse communities to which they belong.

The diverse nature of the community also presents a range of opportunities to work with local charities and religious organisations through our service learning projects. We have held conversations with a number of these, including the Baptist Church and Sikh Gurdwara in

Southall, and the Hindu Temple in Alperton, and the schools will work with these organisations to design service learning projects that will allow the pupils to contribute to the charitable and outreach work of these organisations. For example, the Gurdwara Sri Guru Singh Sabha in Southall provides free food to anyone throughout the day. The community donates all the ingredients, and so within our service learning programme we will include a project that investigates this tradition, asks pupils to reflect on the hardship of others and show gratitude for their own gifts, and ultimately contributes ingredients to the Gurdwara.

Our Adventure learning curriculum in Alperton will involve visits to Pitshanger Park, and Perivale and Horsenden Wood; in Southall it will involve visits to Minet Country Park, Osterley Park and, on our doorstep, Southall Park. The Grand Union canal and River Brent flow through both communities, as well as close to our preferred site for Floreat Brentford, providing further opportunities for shared outdoor learning. As the children progress through each school we will also be able to take them out, via easy access to the M4 and M40, to locations they might otherwise never get to visit, such as the Chiltern Hills, or Blenheim Palace and Cliveden, with their beautiful grounds and important history; and Bisham Woods, which inspired Kenneth Grahame's *Wind in the Willows*.

#### D.1.2.3 Learning about virtue through different cultures and religions

Chris Peterson and Martin Seligman's celebrated work *Character Strengths and Virtues* investigated the values and attributes that are found in all major religions and cultures throughout history and across the world. They found 24 character strengths or virtues that are esteemed universally, and posit that these can be understood as universal truths to which all humans strive because of either their innate or instrumental value.

Floreat's four core virtues of honesty, perseverance, curiosity and service are derived from Peterson and Seligman's work, as well as the Jubilee Centre's *Framework for Character Education in Schools* and it is our intention that every child – of any faith or none – will be habituated into the full range of virtues in order to support their flourishing. Our mission is to take this approach into the secular school environment, and nowhere is this goal more important than in areas where there is a range of diverse and occasionally competing religions. Southall and Alperton are just such places, dominated as they are by the Hindu Temples, Sikh Gurdwaras, Muslim Mosques and Christian Churches created by almost exclusively immigrant groups into London.

Opening Floreat schools in these communities is incredibly exciting: all major religions stress the importance of moral education and their leaders in these communities have been actively supportive of our mission. We intend to harness this goodwill and the considerable knowledge of moral education that resides in our communities to enhance the study of character and comparative religion in our schools. Key to delivering this in a way that resonates with our pupils will be employing staff that represent the communities from which they are drawn. Ultimately, of course, we will employ the best staff available regardless of background, but by marketing job opportunities in the local community and deploying our local contacts to help us spread the word about vacancies we hope to attract excellent teachers with specific knowledge of the particular challenges we face.

Beyond this we will invite priests and representatives from the major religions represented into our schools to deliver assemblies and lessons on their particular religion's perspective on character virtues. For example, truthfulness is a moral virtue important in Hinduism, and so an assembly led by a member of the Hindu community will provide an opportunity to explore this virtue through a story or presentation about one of the Hindu gods.

#### D.1.2.4 Working with parents

We will need to work very closely with parents to ensure that all children, including those who do not speak English at home can excel at school. During our programme of home visits we will assess the level of English spoken at home according to a broad selection of descriptors and, where necessary, employ translation services to support our initial engagement with families. We have learnt from our discussions with local schools that many parents are likely to be illiterate in their own language and so, rather than constantly translating documents, our medium-term goal will be to ensure that all our communication with parents can take place in English as it is the dominant language in wider society. Therefore, we will work with the local further education providers – in particular the Ealing, Hammersmith and West London College – to provide or signpost access to English language courses for parents who need it.

It will be important to establish which languages our families speak. We have already begun building a picture of this through our demand gathering questionnaire, which included an additional question on mother-tongue, but we will re-ask this question and diagnose what translation support is required once parents have accepted place offers at Floreat Alperton and Floreat Southall. This will help us to best plan our translation service (for written and oral interactions) and family support.

Our conversation-based breakfast club will be open to parents who would benefit from English language exposure. Run by a member of school staff it will provide a further opportunity to work with parents and children in order to master the basics of the English language.

Another priority in working with parents will be to reassure them that, if their children are eligible for free school meals, they can be confident that the food will be vegetarian. We will do this by seeking formal accreditation from an appropriate body such as the Vegetarian Society. Gaining this accreditation will bring two benefits: it will encourage more children to take up the offer of a free hot meal at school and it will encourage those parents who are eligible to register their children for free school meals, thereby increasing the amount of Pupil Premium money to which the schools are entitled.

#### D.1.2.5 Collective worship and religious education

Floreat Alperton and Floreat Southall will both be secular schools. We expect to accord with the model Funding Agreement in that our daily act of collective worship “shall be wholly or mainly of a broadly Christian character”.<sup>31</sup> We are aware that in Brent, and less frequently in Ealing, the Standing Advisory Council for Religious Education (SACRE) regularly awards determinations – whereby a school is granted permission to hold collective worship that is not of a broadly Christian character. As we develop our religious education syllabus and assembly and collective worship plans for each school we will consult with local parents to determine whether applying for such a determination – in our case from the Secretary of State – would be appropriate, or

whether to proceed in teaching religious education and undertaking a daily act of worship that is mainly or wholly of a broadly Christian character.

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## **D.2: Measuring Pupil Performance and Preparing Teachers to Deliver Excellence**

### **D.2.1 TARGETING EXCELLENCE FOR ALL**

We have analysed the latest DfE Performance Tables to find non-faith schools where both the proportion of EAL pupils and KS2 Level 4 performance are high, and where on average the EAL pupils actually outperform the others.

- In Ealing Borough, Drayton Green Primary School has 64% of pupils with EAL and 37% are eligible for FSM. 89% of all pupils and 100% of EAL pupils achieved level 4 or higher at the end of Key Stage 2 in 2013.
- In Brent Borough, Oakington Manor Primary School has 69% of pupils with EAL and 27% are eligible for FSM. In 2013, 87% of all pupils and 90% of EAL pupils achieved Level 4 or higher at the end of Key Stage 2.
- Looking more widely across London, in 2013 Northwold Primary School in Hackney achieved 100% Level 4 despite having 76% EAL pupils and 47% eligibility for FSM.

We will approach the schools listed above before Floreat Alperton and Floreat Southall open, so that our executive team and the schools' senior leadership teams (SLTs) can visit them and learn further how to achieve the highest standards with large immigrant pupil intakes.



In addition to the targets set out in our previous application for Floreat Brentford, at Floreat Alperton and Floreat Southall we are proposing two further KPIs that are designed to ensure that children with EAL reach their potential:

- We will assess performance gaps between EAL and non-EAL pupils at the end of the EYFS and at the end of KS1, and aim for this to be zero. Assessing at this stage is a precursor to the same target that has already been set for KS2.
- In order to highlight the importance of parental engagement all Floreat schools will track engagement by parents, aiming for 100% of parents attending the series of three new-parent induction sessions, and at least a further three events per year. At Floreat Alperton and Floreat Southall we will aim for there to be no gap in attendance (as a proxy for engagement) between parents with EAL and other parents.

### **D.2.2 QUALITY OF TEACHING**

The Floreat Teacher Preparation and Development (FTPD) programme will be central to achieving the vision for Floreat Alperton and Floreat Southall.

It is a challenge to ask teachers to educate immigrant children into British as well as international cultural knowledge, alongside teaching them – and at times their families – to communicate in English. By spelling out what content should be delivered, and by using tried and tested literacy and Maths programmes, we will provide significant support to teachers to achieve the standards we expect of them. We will also equip staff with a language and culture of character virtue, which will enable them to provide a structured education in virtues that resonates with the diverse religious and ethnic cultures of our intake.

During the week long school visits that launches FTPD in 2016, teachers new to Floreat will be exposed to excellent schools that teach large EAL populations either here or in the US. During the three weeks of preparation before the start of the Autumn term, Floreat Alperton and Floreat Southall teachers will:

- Discuss and devise a process through which to undertake assessments of English language usage during home visits;
- Undergo additional training in teaching EAL pupils, including TEFL techniques for children who are new to English; and,
- Spend a day visiting important locations and meeting leaders of the local community.

Beyond this, and as necessary, the fortnightly Monday afternoon development sessions will sometimes be used to support EAL teaching.

We expect to deploy resource from within as well as beyond our communities to support FTPD delivery. For example, the Brent-based Salusbury World Charity provides training packages and custom-made INSET sessions to help teachers support refugee children and families, including with EAL teaching and English and Maths lessons for parents.<sup>32</sup>

## Section D.3: Staffing Structure

### D.3.1 OVERVIEW

The staff at Floreat Alperton and Floreat Southall will grow incrementally as the schools fill up over seven years. Pre-opening grants and diseconomy funding in the early years of each school’s life will enable us to hire key staff ahead of opening, and to have a significant senior leadership presence in the first years after opening. Together with the FEAT executive team, who will be able to draw on the experience of our staff in Floreat Wandsworth and Floreat Brentford, we will have established the essential elements of our school model – the Virtue and Knowledge Curriculum, Floreat Teacher Preparation and Development, and Assessment for Flourishing – before each school opens, giving us the best possible chance to create the culture of excellence to which we aspire.

*Figure G: Build-up of staff at Floreat Alperton*

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
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Pupils on roll [R – Yr6]	60	120	180	240	300	360	420
<b>LEADERSHIP</b>							
Executive Principal	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Head of School	1	1	1	1	1	1	1
Assistant Headteacher	0	1	1	1	1	1	1
Business Manager	0.5	0.5	0.5	1	1	1	1
Non-teaching SENCO	0	0	0.5	1	1	1	1
<b>TEACHING STAFF</b>							
Classroom Teachers	2	4	6	8	10	12	14
Supernumerary Teachers	0	0	1	2	3	4.5	5.5
Teaching Assistants	2	2.5	3	3.5	4	5.5	6
Literacy Specialist	1	1	1	1.5	2	2	2
<b>SUPPORT STAFF</b>							
Caretaker	0.5	0.5	0.5	1	1	1	1
Cleaner	0.25	0.5	0.5	0.5	1	1	1
Lunchtime Supervisors	0.2	0.4	0.6	0.8	1	1.2	1.4
Receptionist	1	1	1	1	1	1	1
PA	0	0.33	0.66	1	1	1	1

Figure H: Build-up of staff at Floreat Southall

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Pupils on roll [R – Yr6]	60	120	180	240	300	360	420
<b>LEADERSHIP</b>							
Executive Principal	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Head of School	1	1	1	1	1	1	1
Assistant Headteacher	0	1	1	1	1	1	1
Business Manager	0.5	0.5	0.5	1	1	1	1
Non-teaching SENCO	0	0	0.5	1	1	1	1
<b>TEACHING STAFF</b>							
Classroom Teachers	2	4	6	8	10	12	14
Supernumerary Teachers	0	0	1	2	3	4.5	5.5
Teaching Assistants	2	2.5	3	3.5	4	5.5	6
Literacy Specialist	0	0.5	0.5	1	1	1	1
<b>SUPPORT STAFF</b>							

Caretaker	0.5	0.5	0.5	1	1	1	1
Cleaner	0.25	0.5	0.5	0.5	1	1	1
Lunchtime Supervisors	0.2	0.4	0.6	0.8	1	1.2	1.4
Receptionist	1	1	1	1	1	1	1
PA	0	0.33	0.66	1	1	1	1

Our first recruit will be the Executive Principal, who will work across both the schools that Floreat intends to open in September 2016. He or she will spend 0.5 FTE of their time in each school. We intend to hire the Executive Principal in the Summer Term of 2015, and he or she will start with FEAT in April 2015. The Executive Principal will, together with the FEAT project team, spend five months preparing for the opening of both schools. The Executive Principal will remain with the schools as they grow to capacity.

Our next hires will be the two Heads of School. Each of these will be recruited during Spring term 2016 and begin working with the Executive Principal and Floreat project team from August 2016 onwards, with occasional input before then. This arrangement of a Head of School supported and mentored by an experienced Executive Principal will give us the opportunity to recruit someone who has the qualities and potential that we are looking for but who has perhaps only previously held Assistant or Deputy Headteacher roles. Not only do we believe this is the best leadership model for a growing school, especially one with a closely defined educational philosophy such as ours, but it is also a response to challenging labour market conditions that make the recruiting of experienced Headteachers difficult.

In Spring 2016 we will recruit for the role of Business Manager, who will join in August 2016. Each school begins with a 0.5 FTE Business Manager, and therefore we will aim to hire a single person who can work across both schools. From 2019/20 onwards this will become a 1.0 FTE role in each school, necessitating the recruitment of a further Business Manager.

Together with the Executive Principal, Heads of School, FEAT core staff and consultants, and extensive opportunities to visit and learn from staff at Floreat Wandsworth and Floreat Brentford, this team will be very well equipped to open and deliver our vision in these two schools.

In the first two years, the Heads of School will be the responsible SENCOs until the recruitment of a dedicated member of staff in the third year. We are conscious of the need to remain flexible as to the timing of the recruitment of the SENCO as it will clearly be influenced by the level of SEND need among our first cohorts.

For the first year of operation the Executive Principal will lead on both academic and character development matters. In early 2017 we will hire an Assistant Headteacher for each school, who will start with their school in September 2017. He or she will take the lead on all character development and pastoral matters.

We will recruit our classroom teachers, supernumerary teachers and teaching assistants in the Spring term before they are due to join their school. This will allow us to begin working with staff

in the Easter holidays and after-hours during Summer term – as well as during the three weeks of FTPD - to ensure they are well prepared to meet the standards we expect.

Our staffing model is designed so that, in practice, from Year 1 upwards, each year group will have access to the equivalent of 3 FTE teachers together with 0.5 FTE of a Teaching Assistant. This will enable us to operate smaller groupings in core subjects, for interventions to be led by teachers rather than TAs, and provide our staff with significantly more than the minimum 10% Planning, Preparation and Assessment (PPA) time. We believe using highly trained staff to increase pupils' exposure to high quality spoken English, feedback, and well-planned and delivered lessons is essential to our meeting our high expectations of pupil performance.

The model also allows us to recruit additional teaching staff with the language and other specialisms needed to ensure our high-EAL pupil intake can achieve at the high levels to which we are aiming. In each school we intend to hire dedicated literacy specialists. Budgetary differences between the two local authorities – Ealing Borough Council and Brent Borough Council – mean that the employment of literacy specialists will happen at different points. In Alperton the literacy specialist will join in our first year of operations and build up to a 2.0 FTE post by the time the school is full. In Southall, we will employ a 0.5 FTE literacy specialist from our second year onwards, rising to 1.0 FTE from the fourth year (2019/20) onwards.

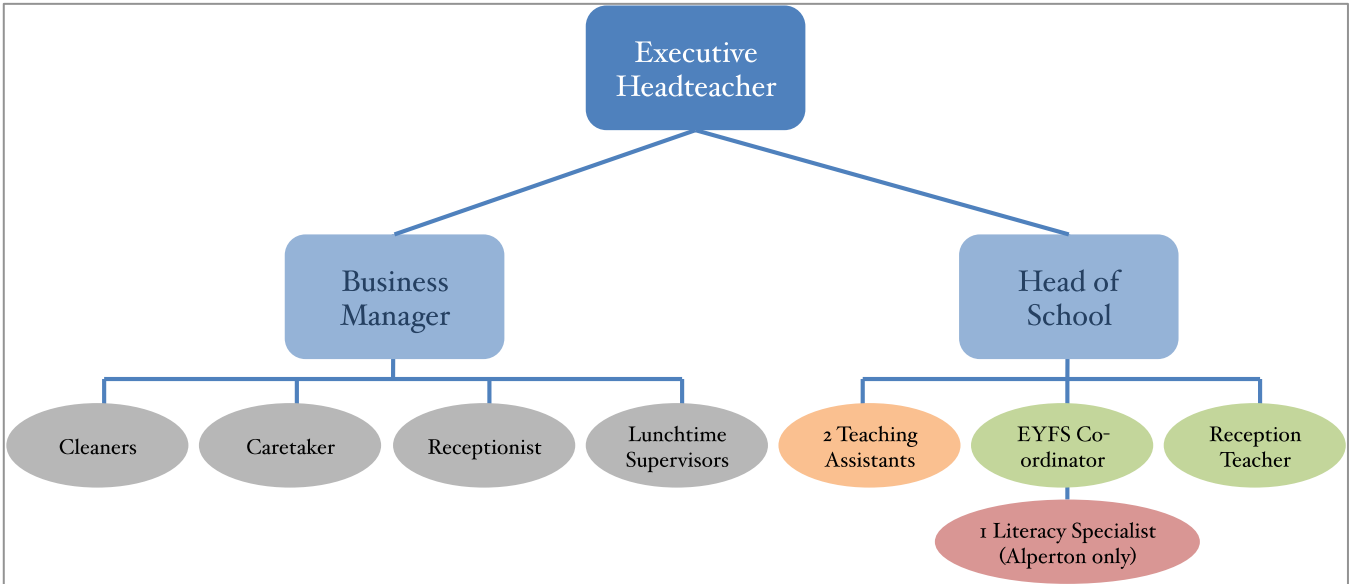
Despite these differing levels of specialist support we are confident in our ability to deliver the high targets we have set for both schools. The Executive Principal will lead across both schools and overseeing literacy activity will be a key element of his or her job description. In 2016/17, the Executive Principal will be able to draw on the expertise of the literacy specialist at Floreat Alperton to support Floreat Southall as necessary on an *ad hoc* basis.

Furthermore, while the top-line EAL figures for Southall and Alperton are similar, in reality the language challenges in Alperton are greater. The Alperton area is distinguished by high numbers of new or recent immigrants who do not speak English at all and – as is the case at Barham – are often from very poor backgrounds in their home countries. By contrast, minority populations in Southall tend to be more established, with children who are often second or third generation immigrants. Consequently, while English might not be their *first* language, it is a language with which families and children are very familiar. On average this means that children in Southall have a head start over children in Alperton.

### **D.3.2 STAFFING IN YEAR ONE**

The chart below outlines the staffing structure in academic year 2016/17, the first full year of operations.

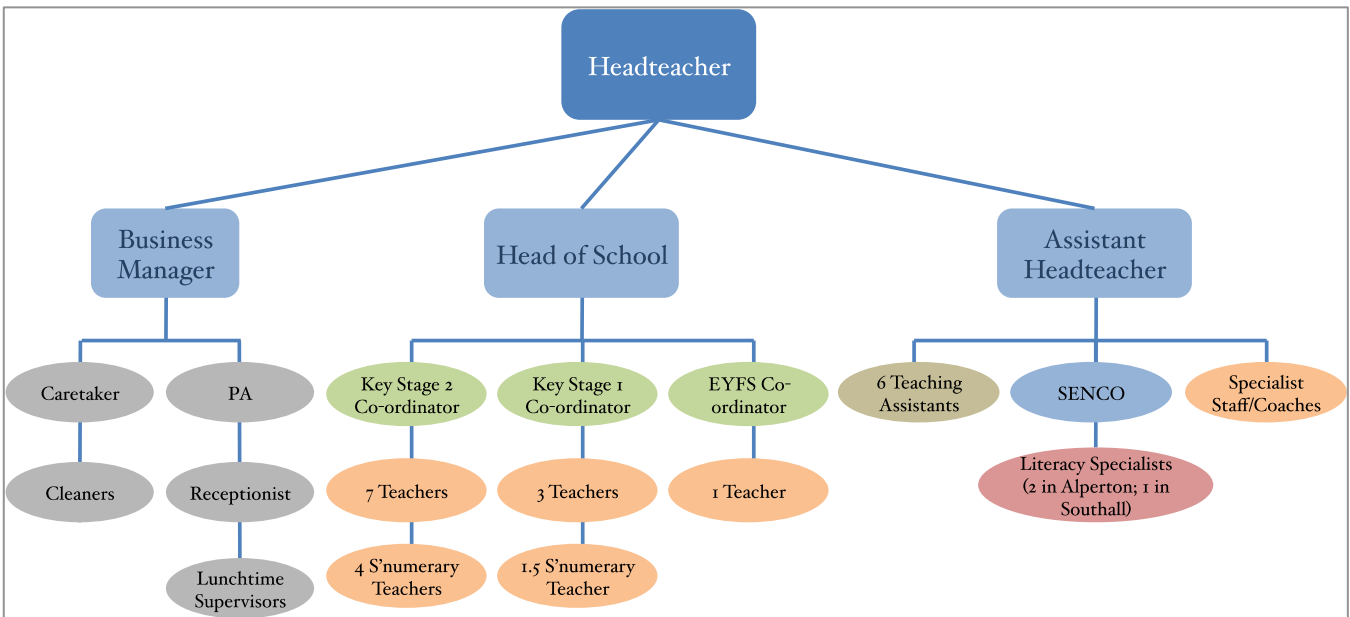
*Figure 1: Staffing in 2016/17*



**D.3.3 STAFFING IN YEAR SEVEN AND BEYOND**

The chart below outlines the staffing structure in academic year 2022/23 and thereafter.

*Figure J: Staffing from 2022/23 onwards*



**D.3.4 ROLES AND RESPONSIBILITIES**

D.3.4.1 Members and Responsibilities of the SLT

*D.3.4.1.1 Executive Principal*

The Executive Principal will assume responsibility for the overall leadership and management of the school. He or she will provide oversight and strategic direction for the school, with operational responsibilities relating to both academic and character development matters delegated initially to the Head of School and then to the Assistant Headteacher. He or she will have no scheduled teaching commitment.

The Executive Principal will lead on performance management, standards, safeguarding, health and safety, parental engagement and financial management. He or she will also lead on delivering the school-specific elements of the FTPD programme, supported by FEAT's Head of Curriculum and Innovation, and on liaising with the Governing Body (and its committees) and FEAT's Executive Team. He or she will report on a termly basis to the Governing Body and Trustees of FEAT. He or she will be performance managed by the Managing Director of FEAT and, in time, the Director of Education.

#### *D.3.4.1.2 Head of School*

The Head of School in each school will take responsibility for all operational activities relating to both academic and character development matters in 2016/17. Responsibilities on the academic side including timetabling, literacy and Maths, the cultural knowledge curriculum, assessment, training and development, reporting, data monitoring and performance management. Responsibilities on the character development side include school culture, character curriculum, adventure and service learning, BEE Time, pastoral and pupil welfare, safeguarding, behaviour and discipline, parental and community liaison. The Head of School will also act as SENCO until the end of academic year 2017/18 and will have up to a 25% teaching load until the end of academic year 2020/21.

From 2017/18 onwards he or she will lead solely on operational responsibilities for all academic matters. He or she will be responsible to the Executive Principal for practice and performance in these areas across the school and will also have a reporting line into both the Head of Curriculum and the Director of Education at FEAT. He or she will be expected to attend the Standards and Performance Committee meetings of the Governing Body.

#### *D.3.4.1.3 Assistant Headteacher (2017/18 onwards)*

The Assistant Headteacher in each school will take over operational responsibility for all character development matters, including school culture, adventure and service learning, character curriculum and assessment, BEE Time, pastoral and pupil welfare, safeguarding, behaviour and discipline, parental and community engagement. The Assistant Headteacher will initially have 75% scheduled teaching time (as one of the effective supernumerary teachers), before moving to 50% teaching time from academic year 2021/22 onwards.

He or she will be responsible to the Head of School for practice and performance in these areas, and will also have a reporting line into both the Executive Principal and the Head of Curriculum and Innovation at FEAT. He or she will be expected to attend the Standards and Performance Committee meetings of the Governing Body.

#### *D.3.4.1.4 Business Manager (2016/17 onwards)*

The Business Manager in each school will take responsibility for all financial and operational matters. This includes financial management, audit, and management of all commercial contracts including ICT, performance management of support staff, payroll, facilities management and all related areas. He or she will report directly to the Executive Principal. He or she will be expected to attend the meetings of the Finance and Resources Committee and the Audit Committee of the Governing Body, and will have a direct reporting line to both the Head of Operations and the Finance Director at FEAT.

#### *D.3.4.1.5 SENCO (2018/19 onwards)*

The SENCO in each school will take responsibility for all matters relating to children with SEND. This will involve overseeing the day-to-day operation of the school's SEND policy and co-ordinating provision for children with SEND. He or she will liaise regularly with all teaching and support staff, including any learning support assistants the school has employed, to ensure the curriculum and provision is meeting the needs of children with SEND. The SENCO will oversee the records of all children with SEND and liaise with parents and all external agencies. He or she will arrange any screening, check-ups, and health and other tests that children may require. He or she will provide regular training to ensure all staff are up to date with policy and regulations around SEND. In addition, the SENCO will lead on Looked After children and children with EAL.

Based on the approach adopted by St George's Primary School in Wandsworth, a small Church of England primary school that achieves truly remarkable standards with a very challenging intake, we intend to ensure that the SENCOs in Floreat Alperton and Floreat Southall have specialisms in literacy teaching – either they will already have one at the point of recruitment, or we will train them accordingly. By adopting this model St George's was able to achieve 100% Level 4 results at KS2 in 2013 despite 46.4% of pupils having EAL, 48.6% being eligible for FSM, and 9% having a statement or being supported at school action plus.<sup>33</sup>

#### D.3.4.2 Teaching Staff

##### *D.3.4.2.1 Class and supernumerary teachers*

We will employ a single teacher for each class. In addition, for Year 1 and all year groups above that we intend to employ the equivalent of an additional teacher (who we refer to as supernumerary teachers) to provide a range of support.

Until the end of academic year 2020/21, the 25% teaching commitment of our Head of School and the 75% teaching commitment of our Assistant Head will provide the equivalent of 1.0 FTE supernumerary teacher. Further supernumerary teachers will be employed for each year group as the school grows, and from 2021/22 onwards we will employ a further 0.5 FTE supernumerary teacher to reflect the reduced teaching loads of our Head of School and Assistant Head.

Therefore we will have, in effect, 6 supernumerary teachers across Key Stages 1 and 2, as well as a classroom teacher for each form: three teachers per year group from Years 1 to 6. As the school grows we expect to employ some supernumeraries who are subject specialists, especially English specialists given our expected intakes, and on the basis of subject specialism gaps identified in the existing staff body.

Supernumerary teachers will primarily:

- Teach core skills lessons that make up just under 50% of the timetable;
- Cover their two class teachers' PPA time;
- Carry out targeted interventions in the afternoons;
- Provide cover across the school; and,
- Lead assemblies and supervise transitions and lunchtimes.

#### *D.3.4.2.2 Phase Co-ordinators*

Across each Key Stage – EYFS, Key Stage 1 and Key Stage 2 – we will appoint one of the classroom teachers to co-ordinate teaching and learning. These Key Stage Co-ordinators will be responsible for quality assuring planning, marking and assessment within their phase. This includes the timetabling and deployment of supernumerary teachers. They will work with the SLT and the Director of Curriculum at FEAT to ensure resources are shared across the network and that planning and delivery are of an appropriately high standard. They will also work with the Head of School to ensure that the supernumerary teachers in the team are deployed effectively.

#### *D.3.4.2.3 Teaching Assistants*

In Reception there will be two Teaching Assistants (TAs), one in each class, whose role will be to support the classroom teacher in all teaching and learning matters, including the establishment of outstanding routines and behaviours. TAs will be expected to attend certain sessions during FTPD – for example, those at which we discuss our expectations of adults (and children's) spoken English, routines, role modelling, and using the language of good character. Alongside the Head of School, TAs will also lead the classroom on occasions when the teacher is engaged in PPA. All TAs will be graduates, and our intention is to recruit TAs who wish to become teachers in the medium-term and who we can support to make the transition into teaching through our partnership with Future Academies' school-centred initial teacher training scheme (SCITT). This new SCITT – now in its first year – will provide a route to qualified teacher status and a PGCE accredited by Goldsmiths, University of London. Future Academies plan to begin training primary practitioners next year and, assuming this is successful and we can source financial support for students, we expect to locate our trainees in one of their primary schools from as early as September 2017. We have opted to work with Future Academies on account of their pioneering knowledge-led approach to teaching and learning.<sup>34</sup>

From Year 1 onwards we will use fewer TAs, replacing them instead with qualified supernumerary teachers – one per year group. Therefore 0.5 TAs will be allocated to each year group from Year 1 upwards, with a further TA added in 2021/22 to provide support wherever it is most needed. By the time the school is full in 2022/23 we will employ 6.0 TAs, who will take part in all aspects of school life, including accessing our comprehensive FTPD programme and role modelling virtues. We may employ further TAs or learning support assistants where a Statement of SEN, Education, Care and Health Plan, or the SENCO identifies additional adult support as the most appropriate for a particular child.

#### *D.3.4.2.4 Literacy Specialist*

The arrangements for the two schools differ, as described earlier in D.3.1. At Floreat Alperton the full-time literacy specialist will be employed from 2016/17, moving up to 1.5 FTE in 2019/20 and 2.0 FTE from 2020/21 onwards. At Floreat Southall the literacy specialist will join at 0.5 FTE in 2017/18, before moving up to 1.0 FTE in 2019/20. He or she will manage the school's book collection, co-ordinate and deliver reading interventions and keep abreast of software developments that support literacy. He or she will inform teachers about children's reading habits, manage reading volunteers, and work with families to ensure good reading habits at home. We see additional support for teachers in this area as critical to ensuring that our large EAL pupil population achieve the goals we have set.

## Section E: Evidence of need – part 1

Figure K: Demand gathered for Floreat Alperton

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	90		150%	60	63		105%
<b>Year 1</b>					60	90		150%
<b>Totals</b>	60	89		148%	120	153		128%

Figure L: Demand gathered for Floreat Southall

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	107		178%	60	66		110%
<b>Year 1</b>					60	107		178%
<b>Totals</b>	60	107		178%	120	173		144%



## Section E: Evidence of need – part 2

### Section E.1: Evidence of need in these areas

#### E.1.1 POSTCODE ANALYSIS

##### E.1.1.1 Analysis of Demand in Alperton

Analysis of the parent sign-ups for Floreat Alperton demonstrates the urgent need for a new primary school within the area, observable in the volume of sign-ups collected. The numbers further show local parents' dissatisfaction with or inability to access existing local schools: in addition to the Reception-aged pupils evidenced in section E part one, we have collected 50 sign-ups for children who would enter Year 1 in 2016 (83% of the potential 2FE cohort). Our current plans do not involve opening with Year 1 classes, but we are open to the possibility of exploring this option during the pre-opening phase should this demand continue to grow.

The postcodes collected further amplify the need for a primary school centrally within Alperton, especially as many local schools are operating at full capacity. The following map shows the postcodes of those parents who have registered their demand for Reception places in the first two years.

*Figure M: Map of demand in Alperton*



##### E.1.1.2 Analysis of Demand in Southall

Analysis of parent sign-ups for Floreat Southall similarly demonstrate the severe need for a new primary school within the area, with extremely high levels of demand for our first year of opening in particular. The majority of sign-ups are centered round the station, with many extending south towards Norwood Green and many extending north towards Lady Margaret Road. The following map shows the postcodes of parents who have registered their demand for Reception places in the first two years.

*Figure N: Map of demand gathered in Southall*



#### E.1.2 ENSURING PARENTS MAKE AN INFORMED DECISION

In the process of gathering demand for both schools we have ensured that potential parents have been given all the appropriate information to enable them to make an informed decision by providing parents with information about the characteristics of Floreat Southall & Floreat Alperton. We distributed the two leaflets shown below in Figure O and Figure P, which provide

details of the nature of our organisation, our vision for each new school, and some background information about Free Schools and the basic need in the area.

Figure O: Brochures for Southall and Alperton

**Floreat Education**

**A New Primary Free School for Southall**

**'Intelligence plus character, that is the goal of true education'**  
Dr Martin Luther King Jr

**Floreat Education is aiming to set up a new school:**

- Offering places for 420 children aged 4 – 11 when full
- Opening in September 2016 for 60 reception pupils
- Located in Southall (covering U8A – U9C)
- Open to all pupils

**Our vision for the Floreat Primary School in Southall**  
We believe that every child should be given the chance to flourish and become a happy, successful young person.

In order to flourish, children need to develop a broad range of character strengths like curiosity, honesty, resilience and service to others.

When supported by an inspiring and rigorous curriculum, developing these character strengths also helps children achieve excellent academic outcomes.

Floreat will deliver an inspiring and rigorous 4Cs curriculum in the school, providing children with an outstanding education.

**Why is a new school needed in Southall?**  
There is an urgent need for new school places across Eastof. The borough has one of the fastest growing populations of primary age pupils in England.

According to the Greater London Authority the number of young children in the borough will keep rising until at least the end of the decade. These predictions don't include the effects of the many new local housing developments. With hundreds of new homes being built over the coming year, the need for a new school in the area is critical.

**Every child flourishing**

Curiosity  
Character strengths  
Care skills  
Cultural awareness

**We welcome every local parent to apply to our school**

**We need you!**  
Without community support we cannot open a school.

If you would like to send your child to our school, please contact us by email: [info@floreat.org.uk](mailto:info@floreat.org.uk)

**About Floreat Education**  
Floreat Education is a not-for-profit organisation whose mission is to enable children to flourish by developing their character strengths and helping them achieve academically. Floreat Education is a Department for Education-approved academy sponsor.

Floreat's strategic advisers include the prestigious independent school Wellington College, the Cuckoo Hall Academies Trust in Enfield, and the Jubilee Centre for Character and Virtues at the University of Birmingham. Through our Trustees and executive team we have decades of experience in delivering high quality education.

**We are determined to create a truly outstanding school**

**What are Free Schools?**  
Free Schools are new state schools, funded by the government and inspected by Ofsted. They are open to everyone and welcome pupils of all abilities, faiths and backgrounds. Free Schools offer a broad and balanced curriculum, but they also have the freedom to do things differently to support pupils and their families. We welcome every local parent to apply to our school.

To learn more about Floreat Education, please visit our website: [www.floreat.org.uk/southall](http://www.floreat.org.uk/southall) or contact [info@floreat.org.uk](mailto:info@floreat.org.uk)

**Floreat Education**

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**Floreat Education**

**A New Primary Free School for Alperton**

**'Intelligence plus character, that is the goal of true education'**  
Dr Martin Luther King Jr

**Floreat Education is aiming to set up a new school:**

- Offering places for 420 children aged 4 – 11 when full
- Opening in September 2016 for 60 reception pupils
- Located in Alperton (covering HA9)
- Open to all pupils

**Our vision for the Floreat Primary School in Alperton**  
We believe that every child should be given the chance to flourish and become a happy, successful young person.

In order to flourish, children need to develop a broad range of character strengths like curiosity, honesty, resilience and service to others.

When supported by an inspiring and rigorous curriculum, developing these character strengths also helps children achieve excellent academic outcomes.

Floreat will deliver an inspiring and rigorous 4Cs curriculum in the school, providing children with an outstanding education.

**Why is a new school needed in Alperton?**  
There is an urgent need for new school places across Brent. The borough has one of the fastest growing populations of primary age pupils in England.

According to the Greater London Authority the number of young children in the borough will keep rising until at least the end of the decade. These predictions don't include the effects of the many new local housing developments. With hundreds of new homes being built over the coming year, the need for a new school in the area is critical.

**Every child flourishing**

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**Floreat Education**

Figure P: Demand gathering form for Alperton

Please note that the same format was used for gathering demand in Southall.

Team member:

Date:

**Floreast Free School**

<b>NAME</b> {PARENT/CARER}	<b>CONTACT DETAILS</b> {EMAIL}	<b>POSTCODE</b>	<b>DATE OF BIRTH</b> {ALL CHILDREN}	<b>1<sup>st</sup> language</b> <b>spoken at home</b>	<b>I agree that I would</b> <b>select Alperton Free</b> <b>School as the first</b> <b>choice for my</b> <b>child(ren)'s primary</b> <b>school.</b> (SIGNATURE/TICK)

### **E.1.3 BASIC NEED – ALPERTON**

Primary age population projections for the London Borough of Brent show an expected increase from 24,391 in 2012/2013 to 29,473 by 2017/18.<sup>35</sup> This is a 20.8% increase within a five-year period and is equivalent to 12 new two form entry primary schools.

The London Borough of Brent was allocated money within the Targeted Basic Need (TBN) programme in July 2013. As a consequence, four schools are set to provide an extra 344 places across the borough.<sup>36</sup> However this expansion does not come close to meeting the basic need: the projected shortfall in 2017/18 could still remain as high as 4,700. Nor are any of the four schools set for expansion within a one mile radius of the Alperton area, which the council has identified as an area of critical need.

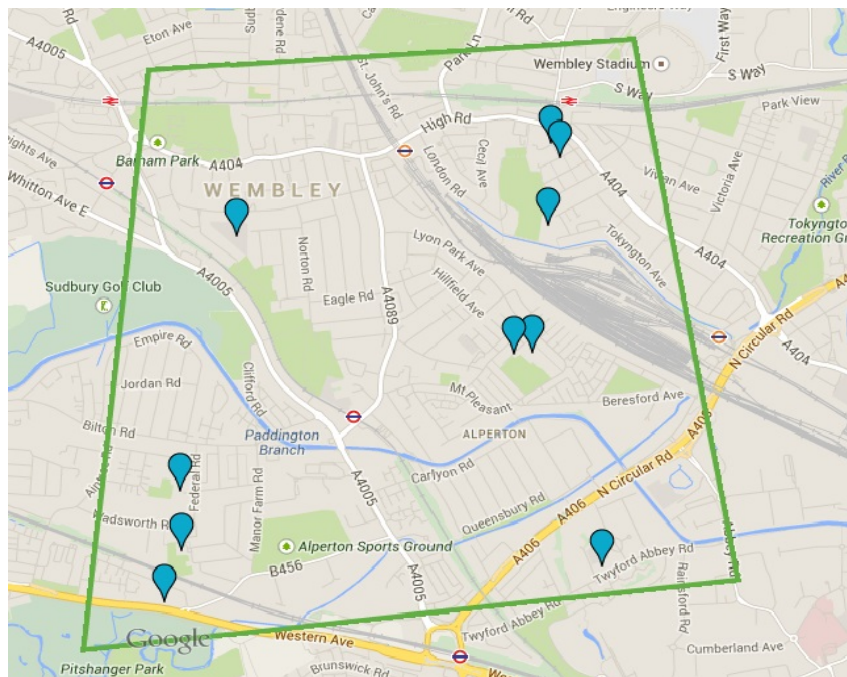
Currently the borough has almost 500 pupils in excess of school capacity. Our analysis of the nearest primary schools reflects this desperate need for a new school within the Alperton ward. More than two-thirds of the local primary schools are already operating at full capacity, with some severely over-subscribed. Two of the ten are operating at around 60% - this is due to a very recent expansion plan. However, the expansion of these two schools will only provide an additional 420 places, which will still leave the ward falling significantly short of primary places.

Alperton is currently undergoing large-scale regeneration with areas of vacant industrial premises earmarked for redevelopment. The area along the canal is set to provide approximately 1,600 new homes, consisting mostly of two and three bedroom flats, by 2026.<sup>37</sup> A new two-form entry primary school is mentioned in the plans and will provide 420 new primary

places, combined with the regeneration's plan to redevelop Alperton Community School with an expansion to 9FE. However, the council has no plan to provide the primary school, and Floreat Alperton would therefore perfectly fit the need identified by the Council. For further analysis of the basic need for school places in Alperton, see Section C.

Figure Q depicts the distribution of the nearest primary schools within a one-mile radius of the HA0 postcodes. It is evident from this map that a primary school 'black spot' exists in the very centre of Alperton. Currently, Lyon Park Infant and Junior schools are the only primary phase schools that actually sit within the Alperton ward, with the remaining eight schools spanning across three different wards: Wembley Central, Perivale, and Hanger Lane.

*Figure Q: School distribution within one-mile radius of Alperton*



### **E.1.4 BASIC NEED – SOUTHALL**

Data released by the DfE in July 2014 demonstrates the urgent need for more primary school places in Ealing. Primary age population projections for the London Borough of Ealing show an expected increase from 27,671 in 2012/2013 to 32,697 by 2017/2018. This is a 18.1% increase within a five year period and is equivalent to 12 new two form entry primary schools.

The London Borough of Ealing was also allocated money within the Targeted Basic Need (TBN) programme in July 2013. Three schools within the borough are set to provide an extra 295 primary places. However, again this expansion does not meet the basic need for primary school places. None of the three schools set for future expansion are within a one-mile radius of the Southall area, where we aim to base our school. The shortfall could still remain as high as 4,700.

Southall is also a ward in the midst of regeneration. The Southall 'Big Plan' incorporates a number of redevelopment projects across the ward including the Gasworks, CrossRail and Southall East.<sup>38</sup> The Gasworks area stretches a mile from tip to tip, and covers 29.45 hectares. Planning permission has been granted for 3,700 new homes in the area due to start in 2015.

Using the standard development formula of 0.24 primary-aged children per household, it is likely that this will add nearly 900 children to the primary-aged population. One new 2FE primary school is proposed as part of the redevelopment project but according to the council is not planned to be delivered until the last years of the development, likely to be over five years from now. Even when they are delivered, the 420 places will evidently not meet the entire need generated by the new housing. See section C for further information on basic need in Southall.

### E.1.5 LOCAL SCHOOLS – ALPERTON

The table below shows school performance in the Alperton area. Please note that this does not include data for the two infant schools.<sup>39</sup>

*Figure R: Performance of primary schools in or near Alperton*

School name	Type of school	% L4 in E&M 2013	% L5 in E&M 2013	% expected progress reading	% expected progress writing	% expected progress Maths
Barham Park Primary	Community School	74	33	93	97	97
Elsley Primary	Community School	71	18	93	91	90
Lyon Park Junior	Community School	63	12	87	93	83
Perivale Primary	Community School	76	24	88	88	88
St John Fisher Catholic Primary	Voluntary Aided	84	26	93	88	89
St Joseph RC Junior	Voluntary Aided	97	38	93	100	100
Vicar's Green Primary	Community School	87	35	SUPP	SUPP	SUPP
West Twyford Primary	Community School	79	31	93	93	93
<b>Schools average</b>		<b>78.9</b>	<b>27.1</b>	<b>91.4</b>	<b>92.9</b>	<b>91.4</b>

Averages across these schools, which slightly exceed the national average in terms of percentages of pupils achieving Level 4 and Level 5 in English and Maths by the end of KS2, mask significant inconsistencies between schools. There is a 34% difference between the highest and lowest performing schools for Level 4 attainment, and 26% for Level 5. Two schools, including Lyon Park Junior which is closest to our preferred site, do not attain the national average against either of these measures. Progress data shows more consistency between schools, although there is still up to a 12% gap between the best and worst performance.

There are also significant attainment gaps in some local schools: for example, Elsley Primary has a 24% attainment gap between disadvantaged pupils and their peers against the core KS2 measure. Worryingly, pupils with EAL are underperforming at Lyons Park compared to their peers against the same measure.

The performance of a number of these oversubscribed local schools has noticeably fallen as the schools attempt to provide additional places to the increasing primary age pupil population. There is clearly a need for further school places, not only to boost educational outcomes locally but to alleviate pressure on existing schools which seems to be having a negative impact on their ability to support this challenging pupil demographic.

### E.1.6 LOCAL SCHOOLS – SOUTHALL

The table below shows the performance of the eight closest primary schools to our preferred site for Floreat Southall for which there is KS2 performance data. NB this does not include the single infant school, the new Free School or the voluntary-aided school that opened in 2009.<sup>40</sup>

*Figure S: Performance of primary schools in or near Southall*

School name	Type of school	% L4 in E&M 2013	% L5 in E&M 2013	% expected progress reading	% expected progress writing	% expected progress Maths
Clifton Primary School	Community School	89	18	97	97	100
Dairy Meadow Primary School	Community School	82	21	88	94	94
Featherstone Primary School	Community School	72	16	93	95	88
Havelock Primary School	Community School	69	16	97	97	98
Norwood Green Junior School	Academy Converter	85	28	90	99	91
St Anselm's Catholic Primary School	Voluntary Aided	86	25	91	96	100
Three Bridges Primary School	Community School	86	31	93	96	96
Wolf Fields Primary School	Community School	82	18	94	88	94

School name	Type of school	% L4 in E&M 2013	% L5 in E&M 2013	% expected progress reading	% expected progress writing	% expected progress Maths
Schools average		81.4	21.6	92.9	95.3	95.1

The majority of the surrounding local schools in Southall are performing above the national average for Level 4 KS2 attainment in English and Maths. As in Alperton, however, within this performance there are significant inconsistencies: the highest performing school supports 20% more pupils to achieve this measure than does the lowest performing school. Similarly, there is a 15% difference between the highest and lowest performing schools in terms of pupils achieving Level 5 in English and Maths at the end of KS2. Against progress measures, Southall schools are more consistent, and tend to be reasonably high performing.

Again, there are some attainment gaps within Southall schools that are a cause for concern. At both Featherstone and Havelock, pupils with EAL are performing under the national average for this cohort; several of the schools also have a gap between disadvantaged pupils and their peers in excess of 10% in terms of the core KS2 measure.

As in Alperton, there seems to be a link between those schools which have recently shown dips in performance and those which are expanding. By establishing Floreat Southall, we will have a positive impact not only on our own pupils, but on those in other schools where some of the pressure on places will be alleviated.

## Section E.2: Successful engagement with the community

### E.2.1 AREA OF FOCUS – ALPERTON

After discussions with the London Borough of Brent Local Authority, we identified the local community as the region depicted in Figure T. This area is mainly centred in the Alperton ward, where the preferred site of our school is located, but also expands slightly towards Wembley Central, Sudbury and Perivale in line with the interest that we have received from parents in those areas.

*Figure T: Area of focus for community engagement – Alperton*

*Key: Blue – Local Primary Schools, Orange – Local Nurseries & Children's Centres, Green – Religious Temples, Purple – Local Community Hubs*

### E.2.2 AREA OF FOCUS – SOUTHALL

After discussions with the London Borough of Ealing Local Authority, we identified the local community as the region depicted in Figure U. This area is mainly centred in the south of the

Southall ward, where the preferred site of our school is located, but also expands slightly towards the centre and north of the Southall Ward, and towards Hanwell, in line with the interest that we have received from parents in those areas.

*Figure U: Area of focus for community engagement*

*Key: Blue – Local Primary Schools, Orange – Local Nurseries & Children's Centres, Purple – Religious Temples*

### **E.2.3 METHODS OF COMMUNITY ENGAGEMENT**

We have been able to engage successfully with a cross section of both local communities throughout the application process, and will continue to do so after the application deadline. As noted in section D.1, we found that to understand the diverse nature of both the Southall and Alperton areas we needed to actively engage with the key leaders from each religious community. Due to the high levels of EAL among the whole population, we have actively sought solutions to communication issues. Most effectively, we have utilised voluntary translators from within the community itself.

Online engagement with the local community was a much greater challenge. Despite setting up dedicated websites for both Floreat Southall and Floreat Alperton, traffic to these has been very light compared to the website for Floreat Brentford. In Brentford, around a quarter of demand sign ups came through the website. Despite promoting the dedicated websites for Southall and Alperton on our promotional literature, we had only one demand form submitted via this route.

We had been warned by the local authorities that any attempts to engage with local parents using social media and similar channels might be unsuccessful. Unlike in Wandsworth and Brentford, for example, where we have used multiple online media channels such as Mumsnet, Facebook, Twitter, and hyper-local community websites to reach parents, we were unsuccessful in attempts to follow this pattern in Southall and Alperton. The primary reason for this is the language barrier, which could only be overcome by in-person engagement through religious institutions, nurseries and children's centres, and other community outreach work.

#### **E.2.3.1 Alperton**

We have engaged with as many parents as possible in a wide variety of settings in Alperton, including those, such as the children's centre, which are predominantly accessed by lower-income families and those who require additional support. We are committed to ensuring that



families from all backgrounds, including the hardest to reach, are aware of our proposed school and have the opportunity to support our application. Figures U and V show our engagement with residents and local stakeholders during the application process.

Unlike Southall, parents of young children are generally harder to reach. According to community representatives we met, parents, mainly mothers, tend to keep young children at home during the day. However, we were able to engage with significant numbers of parents through nursery provision, through parent and toddler sessions at Ealing Road library, and through extensive street canvassing and engagement. The latter was focused on Wembley Central, Ealing Road and the area around Alperton station.

*Figure V: Stakeholder Engagement*

Stakeholder		Engagements	Details
			Meetings, phone calls and visits
			Meeting and phone call
			Meetings and visits
			Meetings and visits
			Meetings, phone calls and email interactions
			Meeting

*Figure W: Resident Engagement*

Activity	Location	Count of visits
Stay & Plays @ CC's	Alperton Children's Centre	1
	Ealing Road Library	3
	ABC Playgroup	2
Drop in sessions	Bright Owls Nursery	3
	Bluebell Nursery	1
	London Road Nursery	2
Drop in sessions	A Perfect Start Nursery	2
	Twizzletops Nursery	2
Street Canvassing	Partyman World of Play	4
	Street Canvassing	2

### E.2.3.2 Southall

The support and feedback we have received from potential parents in Southall has been extremely positive, and the community leaders have been more than willing to help us in our mission. Again, we have endeavoured to reach as many local parents as possible, including

those hardest to reach; our contacts within the religious communities have been invaluable in helping us to engage with the more deprived parents.

In general, we found it easier to engage with parents in Southall than in Alperton. As Tables X and Y show, there is a greater number of religious and community institutions and there are more children's centres and nurseries. There were also well-attended one-off community events like the Southall Park Playday. Street canvassing was used as another route to meeting local parents but to a lesser degree. Canvassing focused on the area around Southall Station.

*Figure X: Stakeholder Engagement*

Stakeholder		Engagements	Details
Religious Leader	██████████	3	Meetings and visits
Religious Leader & School Governor	██████████	3	Meetings and visits
Religious Leader	██████████	4	Meetings and visits
Community Education Leader	██████████	2	Meetings and visits
Religious Leader	██████████	2	Meetings and visits
Local Authority	██████████	4	Meetings, phone calls and email interactions
Community Member & School Governor	██████████	1	Meeting
Community Groups	Baptist Church congregation, Sikh congregation	2	Visits

*Figure Y: Resident Engagement*

Activity	Location	Count of visits
Stay & Plays @ CC's	Windmill Park Children's Centre	2

Nurseries	Grove House Children's Centre	1
	Southall Park Children's Centre	4
	Havelock Children's Centre	2
	Greenfields Children's Centre	1
	Toad Hall Nursery	2
	Waterside Nursery	2
	Le Nid Nursery	2
	Snowflakes Nursery	2
Drop in sessions	Southall Library	2
	Featherstone Sports Club	2
	Dormers Wells Sports Club	1
Community engagement	Southall Park Playday	1
	Street Canvassing	2

Figures V and X outline the key leaders and community members of both Southall and Alperton wards that we have engaged with on a number of occasions. Figures W and Y depict the range of activities and events that we attended in order to reach potential parents for both Southall and Alperton. Despite the majority of these activities being geared towards local parents of children within our required age range, we have also actively sought to engage with other local parents and community members by attending a number of religious institutions during services and festivals. This proved to be the most successful way for us to talk to the community as we quickly discovered that the religious institutions in Southall and in Alperton were the main social hubs for each respective community.

#### **E.2.4 COMMUNITY FEEDBACK**

Feedback from both local parents and community members was extremely positive in both areas. Overall we found support for our vision and particular interest in our plans to deliver explicit and purposeful character education. As mentioned previously, a major challenge was the lack of a common language between Floreat's team and some of parents we met. However, by engaging with community organisations, and in particular the local religious institutions, we were able to overcome these language barriers.

In addition to the changes set out in Section D about how we will ensure that the large EAL intakes we expect at both Floreat Alperton and Floreat Southall, we are considering three specific changes to our plans based on demand gathering and community engagement activities in Southall and Alperton:

- *Cultural knowledge curriculum.* The diverse nature of these communities and the lack of a common corpus of knowledge have only served to underline to us the importance our educational model. However, it is also clear that our pupils (and parents) need to learn about each other's cultures as well as British culture. Consequently we intend to amend our academic curriculum in order to increase the time spent on comparative study of the cultures represented at the school, for example through history, geography, literature and religious education.
  - *Opening a Year 1 class or classes in September 2016.* While we found high levels of demand from parents of young children, it was also clear that – because of high levels of immigration – there are older children who still do not have a school place with which their parents are satisfied. We have gathered demand for 50 places (83%) in Year 1 at Alperton and 26 (43%) at Southall. Accordingly, if we are successful in our bid we will work with the two councils and DfE to understand better the nature of this demand. If it is significant then we will consider opening admissions into Year 1 as well as Reception and Nursery.
  - *Translation.* Communicating with parents, many of who are recent immigrants, has been a challenge throughout our community engagement programme. Yet, as the [REDACTED] explained, many parents are illiterate in their own language and totally dependent on their children for written or oral translation. It is therefore essential that we have a thorough, school-based programme of English training for our parents. We will use the regular opportunities we have for engaging with parents – home visits, induction sessions, drop-offs and pick-ups, toddler groups – to identify parents with an English language need and work with local FE Colleges to bring adult tuition into the school. Ensuring our parents have functional written and spoken English is essential to achieving our educational goals for the pupils.
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## Section F: Capacity and Capability

### F.1(a): Pre-opening skills and experience

#### F.1(A).1 FEAT'S GROWING CORPORATE CAPACITY

As set out in Section C, the growth trajectory we are following is comfortably within that agreed with the DfE when Floreat Education was approved as an Academy sponsor. We will open two new primary schools in 2015, and we intend to open two more in 2016 in Southall and Alperton.

In order to ensure we have the right levels of capacity and capability to open multiple schools, we have consulted widely on best practice. Through meetings, discussions and visits to a number of successful academy chains, including Reach 2, The Elliot Foundation, ARK Schools, Future Academies, The West London Free School Trust, and Cuckoo Hall Academies Trust, we have been able to gain a good understanding of both the educational and operational expertise we need to meet growth goals while also delivering outstanding schools.

Figure Z below shows how the capacity of Floreat/FEAT has grown and will continue to grow over time, clearly demonstrating that we have both the corporate and in-school SLT capacity and expertise to manage our proposed rate of growth. The table shows that FEAT has significant capacity to open the two schools for which we are applying, capacity that goes well beyond what other sponsors would expect to employ at a similar level of corporate development:

- In Summer Term 2015, before our first schools are open, the core team has 4.9 FTE and is supplemented by a school-based team of 2.2 FTE – 7.1 FTE overall.
- Overall (Trust and school-level) capacity rises by 50% upon the opening of the first two schools, and continues to increase so that when Floreat Alperton and Floreat Southall open in September 2016 there is a core Trust team of 8.0 FTE and a school-based team of 9.7 FTE – or 17.7 FTE overall.

Figures shown are full-time equivalent across the whole of a given year. Please note these reflect the *total* time commitment of the team across the four schools we aim to be running and/or opening in this period. A breakdown of time allotted to the opening of Floreat Alperton and Floreat Southall can be found in Figure AA.

The table below only includes staff who we already employ or who we would employ to open our first four schools (Wandsworth and Brentford in 2015, Southall and Alperton in 2016). If we decide to open further schools or bring Academies into FEAT, we will employ further staff to do this using the funding that comes with those schools. The table also does not include time provided to FEAT by external experts on a consultancy basis, which we have described separately in Figure AB.

Figure Z: FEAT's overall capacity

Year / Position	2013/14			2014/15			2015/16			2016/17		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>CORE TEAM</b>												
Managing Director	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.8	0.8	0.8
Director of Education	0	0	0	0	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33
Director of Finance	0.2	0.2	0.2	0.2	0.2	0.2	0.4	0.4	0.4	0.6	0.6	0.6
Head of Operations	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.8	0.8	0.8
Head of Curriculum & Innovation	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Curriculum Development	0	0	0	0.4	0.6	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Project Manager	0	0	0	0.4	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
HR Manager	0	0	0	0.2	0.2	0.2	0.25	0.25	0.25	0.5	0.5	0.5
Accounts & Payroll	0	0	0	0.2	0.2	0.2	0.5	0.5	0.5	1.0	1.0	1.0
Admin Support	0	0	0	0	0	0	0.5	0.5	0.5	1.0	1.0	1.0
<b>CORE TEAM FTE</b>	<b>1.7</b>	<b>1.7</b>	<b>1.7</b>	<b>3.4</b>	<b>4.5</b>	<b>4.9</b>	<b>6.2</b>	<b>6.2</b>	<b>6.2</b>	<b>8.0</b>	<b>8.0</b>	<b>8.0</b>
<b>SCHOOL-BASED TEAM</b>												
Executive Principal(s)	0	0	0	0	0.66	0.66	0.66	0.66	1.66	1.66	1.66	1.66
Heads of School	0	0	0	0	0	0.5	2.0	2.0	2.5	4.0	4.0	4.0
Early Years Phase Leader	0	0	0	0	0	1.0	2.0	2.0	3.0	4.0	4.0	4.0
<b>SCHOOL-BASED TEAM FTE</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.7</b>	<b>2.2</b>	<b>4.7</b>	<b>4.7</b>	<b>7.2</b>	<b>9.7</b>	<b>9.7</b>	<b>9.7</b>
<b>TOTAL FTE</b>	<b>1.7</b>	<b>1.7</b>	<b>1.7</b>	<b>3.4</b>	<b>5.2</b>	<b>7.1</b>	<b>10.9</b>	<b>10.9</b>	<b>13.4</b>	<b>17.7</b>	<b>17.7</b>	<b>17.7</b>

We are able to invest in these high levels of capacity because, in addition to funding provided by the DfE and local authorities, we have raised £246,000 from philanthropic sources. In addition, as a chain of schools there are a number of economies of scale that we are able to realise, such as on the cost of recruitment, developing policies and procedures, and the procurement of services.

In addition, FEAT is now supported by an expanded board of Trustees. Since the application for Floreat Brentford was submitted we have added three Trustees who are committed to supporting FEAT for up to 12 days a year:

**██████████ F.1(A).2 TIME COMMITMENT TO OPENING FLOREAT ALPERTON AND FLOREAT SOUTHALL**

The FEAT team – both core and non-core – that will open Floreat Alperton and Floreat Southall is set out below. Our approach is based on heavy involvement of the core executive team, supported by consultants, in the pre-opening stages of the schools, with regular oversight from the Trustees. The Trustees’ and LGBs’ roles become more prominent once the schools are open.

Figure AA shows that the total of weekly hours provided by the core executive team in the pre-opening stages is 129. A further 12 hours per week is provided by non-core team consultants (Figure AA), and we estimate that a further 10 hours per week will be provided by additional consultants (see Figure AB). Together this is the equivalent of around 150 hours per week, or around 3.5 FTE staff. Please note that this does not include any school-based staff, only capacity provided by FEAT HQ.

*Figure AA: Core applicant group*

Name	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Hours per week
<b>CORE TEAM</b>				
██████████	██████████	██████████	██████████	15 hours
██████████	██████████	██████████	██████████	15 hours
██████████	██████████	██████████	██████████	9 hours
██████████	██████████	██████████	██████████	15

Name	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Hours per week
				hours
				15 hours
				15 hours
				45 hours
<b>NON-CORE TEAM</b>				
				2 hours
				4 hours
				4 hours
				2 hours



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## F.1(b): Skills gap in pre-opening

Figure AB: Identifying and closing skills gaps

Skills/experience	How you plan to fill the gap
Project Management Consultancy	While we will allocate a full-time project manager – [REDACTED] – to work on both schools in pre-opening, we will also appoint a consultant project director to support FEAT in setting up the projects and providing ongoing guidance throughout pre-opening. We will procure these services from the DfE framework.
ICT	Whilst several members of our team are experienced in establishing new schools, and/or managing substantial contracts, we do not currently have a team member with specific experience in creating and managing ICT systems. We will recruit a professional or organisation to develop our ICT systems, overseen by the individuals who will manage the project in pre-opening.
Building and Premises	The members of our team with significant experience of establishing new schools (see above) have experience of working with the EFA to oversee the purchase or lease and development of sites for new schools. It will be important that we procure cost-effective buildings and ongoing site management and so we expect in due course to appoint a consultant quantity surveyor or contract administrator with expertise in school programmes to ensure we achieve good value for money.

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## F.2: Governance

### F.2.1 GOVERNANCE STRUCTURE

The diagrams below outline the governance and operational structures of the organisations and people involved in delivering our plans. They show clear lines of sight for both governance and management responsibilities, from school level up through the executive team to the Board.

Figure AC: Operational structure in 2016/17

*Figure AD: Governance structure in 2016/17*



## **F.2.2 GOVERNANCE – ROLES AND RESPONSIBILITIES**

While Floreat Alperton and Floreat Southall will be part of a larger family of schools, it is important that they each have their own identity and strong leadership. This begins at the level of the governing body, and we will recruit a high quality Local Governing Body (LGB) to guide each school.

Floreat LGBs will have a set of delegated powers, including most operational matters and oversight of the day-to-day performance of their school. Key strategic decisions, such as the appointment of senior leaders or the local delivery of the curriculum model, will be made in conjunction with the FEAT Executive Team.

### **F.2.2.1 The Roles of the Members and Directors of FEAT, and of the LGB**

The Directors of FEAT are the Charity Trustees and are responsible for the general control and management of the administration of FEAT in accordance with FEAT's Articles. The LGB is a Committee established by the Directors as per Articles 100 to 104. The Governors of the LGB are not Charity Trustees within the terms of the Charities Act (although a Director of FEAT may also be an LGB Governor).

#### ***F.2.2.1.1 Authority and Responsibility of Members***

While the Directors will oversee the business of the FEAT on a strategic basis, we expect the Directors to be accountable to the Members for this role. We would expect the Members of FEAT to play a particular role in:

- Ensuring that FEAT operates in line with its Objects as set out in the Articles;
- Safeguarding and promoting FEAT's values and ethos;
- Acting as an advocate for FEAT; and,
- Appointing (or removing) Directors of FEAT (in line with the Articles).

At the very least, Members will be expected to hold an Annual General Meeting (AGM), where they alone would be able to vote on resolutions, and to convene other meetings as Members see fit. In addition, Members will be provided with Member-specific information and papers (above and beyond the information provided to Directors in the course of the year) that will enable them to carry out their role as the guardians of the Trust.

#### ***F.2.2.1.2 Authority and Responsibility of Directors***

In the first instance, Directors will retain authority and responsibility for a number of key duties that are summarised in Table AD below (this is not an exhaustive list). A comprehensive list of duties and responsibilities for Directors (and other levels of governance) is set out in FEAT's draft Scheme of Delegation. The key elements of the scheme are set out below, and have been drawn up as part of our programme of work financed by the Sponsor Capacity Fund (see *F.2.4 below*).

We will expect Directors to discharge their duties in a way that takes into account the local characteristics of our schools and that reflects the level of autonomy that is appropriate for each school. To that end, these duties and responsibilities will be reviewed annually.

In particular, the Directors will:

- Set out the vision for FEAT;
- Determine all corporate strategy and planning;
- Ensure compliance with all legislation, charity and company law, and funding agreements;
- Set all required policies and procedures for FEAT (including for HR, as the legal employer of all staff);
- Oversee standards and performance across the Trust and set KPIs for the Trust and schools;
- Oversee the finances of the Trust and its schools.

*Figure AE: Summary of the authority and responsibility of Directors*

Priority	Authority and Responsibility of Directors
<b>Governance Processes</b>	Defining and agreeing an Instrument of Government and terms of reference for the Trust's governance structure (Boards and Committees); agreeing any subsequent amendments as appropriate
	Ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the Academy and the provisions of Funding Agreements with the Secretary of State for Education for the Academies in the Trust
	Appointing (and removing if necessary) the chair of a permanent (or, in the case of an underperforming school, temporary) LGB
	Appointing and removing LGB governors
	Removing delegated powers from an LGB in case of a significant failure in governance
	Approving and delegating authority between the Trust and an LGB
<b>Finance</b>	Developing a strategy for the use of revenue funding at Trust/school level (through the Strategic Financial Plan) and monitoring the use of funding against priorities
	Developing and agreeing Trust-level budget plans for the start of each financial year (including school allocations)
	Specifying core accounting policies and financial systems (led by the Board's Finance Committee)
	Defining financial decision levels and limits, reflecting EFA/other regulatory requirements (and reviewing annually and amending where appropriate)
	Preparing annual Trust accounts to agreed standards (led by the Board's Finance Committee)
	Appointing auditors and monitoring compliance with audit and other regulatory requirements (led by the Audit Committee of the Board)
	Entering into contracts in line with the agreed financial limits at each level of delegation

<b>Priority</b>	<b>Authority and Responsibility of Directors</b>
	Monitoring the Trust-level risk register (led by the Board's Finance and Resources Committee)
	Developing a Trust-wide policy for the use of Pupil Premium funding and reviewing annually the use of Pupil Premium funding
<b>Staffing - general</b>	Defining a Trust-wide HR strategy and ensuring compliance with employment law and other relevant obligations
<b>Staffing – training and development</b>	Reviewing the impact of the Floreat Teacher Development and Preparation programme (FTPD) annually and agreeing amendments as appropriate (led by the Board's Standards and Performance Committee)
<b>Staffing – pay and records</b>	Determining the staff structure for the Trust
	Agreeing a Trust-wide pay policy
	Agreeing the delegation of pay discretions for teaching and non-teaching staff (led by the Board's Finance and Resources Committee)
<b>Staffing – recruitment/ appointment</b>	Agreeing Trust- wide recruitment and appointment policies and reviewing these annually (led by the Board's Standards and Performance Committee)
	Appointing the Executive Principal
	Appointing Heads of School
<b>Staffing - Performance Management</b>	Agreeing a Trust-wide (staff) performance management policy (led by the Board's Standards and Performance Committee)
<b>Staffing – capability/dismissal</b>	Agreeing Trust-wide disciplinary/capability procedures and reviewing these annually (led by the Board's Standards and Performance Committee)
	Determining a policy (and payments) for dismissal/early retirement/other contingencies (led by the Board's Finance and Resources Committee)
	Dismissal of an Executive Principal
	Dismissal of a Head of School
	Suspension of an Executive Principal (and ending a suspension)
<b>Curriculum</b>	Establishing a Trust-wide curriculum policy, based on Floreat's Virtue and Knowledge curriculum model (led by the Board's Standards and Performance Committee)
	Reviewing the implementation of the curriculum model/policy annually and agreeing amendments as appropriate
	Defining and monitoring Trust-wide processes to prohibit political indoctrination and ensure the balanced treatment of political issues
<b>Quality of Teaching</b>	Identifying and agreeing interventions to address school-level or Trust-wide weaknesses in the quality of teaching (led by the Board's Standards and Performance Committee)
<b>Target Setting and Monitoring</b>	Agreeing Trust-level Assessment for Flourishing targets
	Undertaking half-termly reviews of pupil performance data and identifying and agreeing interventions to address school-level or Trust-wide weaknesses
<b>Discipline and Exclusions</b>	Defining and agreeing a pupil discipline and exclusions policy (led by the Board's Standards and Performance Committee)

<b>Priority</b>	<b>Authority and Responsibility of Directors</b>
	Reviewing the use of exclusions and deciding whether to confirm any permanent exclusions (led by the Board's Standards and Performance Committee)
<b>Admissions</b>	Defining and agreeing a Trust-wide admissions policy, reviewing this annually and agreeing amendments as appropriate (led by the Board's Standards and Performance Committee)
<b>Premises &amp; Insurance</b>	Developing and agreeing Trust-wide school buildings and asset management strategies, reviewing these annually and agreeing amendments as appropriate (led by the Board's Finance and Resources Committee)
<b>Health &amp; Safety</b>	Developing and agreeing a Trust-wide health and safety policy and undertaking an annual health and safety audit (led by the Board's Finance Committee)
	Defining and agreeing a business continuity plan for schools in the Trust (including disaster recovery)
	Defining and agreeing Trust-wide safeguarding policies and processes, reviewing these annually and agreeing amendments as appropriate (led by the Board's Finance Committee)
<b>Information For Parents</b>	Developing and agreeing a Trust-wide process for handling complaints, including processes for escalation (led by the Board's Finance Committee)

#### *F.2.2.1.3 Authority and responsibility of Local Governing Bodies*

As noted above, Directors will delegate a number of duties, summarised in the table below, to each LGB. In particular, the LGB will:

- Carry forward the Directors' vision for FEAT, in a way that reflects the specific characteristics of each school;
- Implement the actions required to comply with the Funding Agreement, statutory regulations, and the financial policies, procedures and decisions of the Directors;
- Implement the policies agreed by the Directors (including policies regarding admissions, safeguarding and health and safety);
- Provide local oversight of the school's day-to-day activities;
- Hold the school's leadership to account for its academic performance, quality of provision and financial management and report to the Trust against the KPIs which have been set for the school.

*Figure AF: Summary of the authority and responsibility of the LGB*

<b>Priority</b>	<b>Authority and Responsibility of the LGB</b>
<b>Governance Processes</b>	Holding a full LGB meeting at least four times in a school year
	Maintaining a Register of Governors' Business Interests
	Monitoring the use of the Governors' Expenses Scheme
<b>Finance</b>	With FEAT Head Office staff, developing and agreeing school level budget

<b>Priority</b>	<b>Authority and Responsibility of the LGB</b>
	plans for the start of each financial year (within allocations agreed by Directors)
	Monitoring monthly Academy expenditure
	Preparing termly and annual school accounts to agreed standards
	Approving appropriate budget heading overspends and virements (subject to decisions from Directors/FEAT Head Office) in line with financial decision levels
	Monitoring and reporting annually on capital funding requirements
	Entering into contracts in line with agreed financial limits at each level of delegation
	Making payments in line with agreed financial limits
<b>Staffing - general</b>	Reviewing specified employment returns on a termly basis
<b>Staffing – training and development</b>	Reviewing annually the school-level impact of FTPD
	With FEAT Head Office staff, defining and agreeing policies for staff and governor induction, training and CPD (outside the scope of FTPD)
<b>Staffing – pay and records</b>	Overseeing the establishment and maintenance of a single central record in each school and monitoring compliance
<b>Staffing – recruitment / appointment</b>	Supporting Directors and FEAT Head Office staff in the appointment of Heads of School; School SLTs; other teachers; and non-teaching school staff
<b>Staffing - Performance Management</b>	Supporting Directors in implementing the performance management policy for Heads of School
	Overseeing the implementation of the performance management policy for school staff (teaching and non-teaching)
<b>Staffing – capability/dismissal</b>	Supporting the Director of Education and Executive Principal in the dismissal of other school staff
	Suspension of a Head of School (and ending a suspension)
<b>Quality of Teaching</b>	Monitoring quality of teaching (school-level observation) in line with the agreed process and collecting and reporting on findings and progress data
	Ensuring monitoring of quality of teaching is taking place, reviewing findings and reporting to FEAT Head Office/Directors (in a standardised format specified by the Trust)
<b>Target Setting and Monitoring</b>	Supporting the Director of Education and Executive Principal in setting and publishing school-level targets for individual pupil attainment
	Reviewing half-termly pupil performance data and reporting on data (including identifying concerns) to the Director of Education
<b>Discipline and Exclusions</b>	Overseeing the implementation of the pupil discipline and exclusions policies
	Directing the reinstatement of excluded pupils
<b>Admissions</b>	Scrutinising/supporting annual consultation on school admissions
	Scrutinising/supporting maintenance of compliant waiting list
	Supporting admissions appeals process
	Monitoring pupil numbers for variance against PAN/projections, reviewing

<b>Priority</b>	<b>Authority and Responsibility of the LGB</b>
	impact on school finances and reporting to Director of Education as required
<b>Health &amp; Safety</b>	Reviewing findings from the school-level annual Health & Safety audit and reporting findings to Head Office
	Scrutinising/supporting implementation of safeguarding policies and processes
<b>School Organisation</b>	Supporting the Executive Principal in setting the times of school sessions and the dates of school terms and holidays (based on 180 teaching day year and extended school day)
	Reviewing school-level monitoring that school lunch nutritional standards are met and presenting findings to Director of Education
	Reviewing provision of free school meals to those pupils meeting DfE/Trust criteria and presenting findings to Director of Education
<b>Information For Parents</b>	Scrutinising/supporting the school-level implementation of the process for handling complaints
<b>Marketing and Communications</b>	Safeguarding the brand and reputation of Floreat and ensuring that all issues that put the brand or reputation at risk are reported to Head Office/Directors
	Marketing the Academy
	Monitoring legal compliance of school website
<b>IT and data management</b>	Complying with data requirements, templates and reporting timescales for the Trust, for example in relation to monitoring SEN, LAC, exclusions, attendance
	Complying with statutory and other relevant requirements in relation to management information reporting and data security/retention and back-up
<b>Collective Worship</b>	Monitoring that arrangements for collective worship are taking place

### **F.2.3 HOW THE TRUST WILL INTERVENE TO ADDRESS DIFFICULTIES AT SCHOOL LEVEL**

We have paid particular attention to aligning the collection of assessment data with LGB meetings, so that local performance data can be scrutinised promptly and passed on to the Trust and Directors rapidly. As we note elsewhere, a six-weekly assessment cycle will track progress in literacy, numeracy, knowledge acquisition and character development. Once the Executive Principal has interrogated the data with staff, the data will be passed upwards to the LGB and the Trust's Director of Education.

The LGB will interrogate the data at either its full meeting or at the meeting of the Standards and Performance Committee. One of these will take place after every six-weekly assessment cycle.

FEAT's Executive Team will also interrogate the data when it has been sent to the LGB, and will challenge the school's SLT on any concerns that it has. These concerns will also be passed on to the FEAT Board's Standards and Performance Committee for their review and recommendation. This would include the Board agreeing the nature and scope of any interventions from the Trust to support the school's performance.



If there are ongoing concerns about the performance of an LGB in holding a school to account, our draft Terms of Reference for an LGB state that the Directors of FEAT reserve the right to withdraw delegated powers from the LGB and disband it at any time. Beyond this, in circumstances where the Directors have concerns or are satisfied that the standards of performance of pupils at the Academy are unacceptably low, or there has been a serious breakdown in the way the Academy is managed or governed, we also reserve the right for Directors to remove immediately any Governors of the LGB.

#### **F.2.4 HOW WE HAVE USED SPONSOR CAPACITY FUNDING TO DEVELOP OUR CAPACITY AND CAPABILITY**

We have used Sponsor Capacity Funding (SCF) to enable us to develop key finance-related systems and process, well in advance of our first school opening in September 2015. In particular, we have drafted a Finance Handbook for the Trust, containing the key policies and processes for our Head Office and schools. This will be finalised and presented to our Board for approval before the end of the calendar year 2014.

In addition, we have reviewed our current systems and processes against the Charity Commission CC8 Internal Financial Controls for Charities checklist and the EFA financial management and governance self-assessment. We are currently working through a set of actions to ensure that we fulfil all requirements in the checklist and self-assessment before the end of 2014, again, well in advance of the opening of our first school.

As part of our SCF work, we have bought in support from an HR support service. This has provided us with access to model policies for key HR/governance related requirements, including:

- Appraisal
- Disciplinary procedures
- Capability
- Grievance
- Whistleblowing

We are tailoring these policies where appropriate to fit with Floreat's vision and values, and they will also be presented to our Board for approval before the end of the year.

The final component of our SCF work has been focused on governance. In particular, this has enabled us to draft the detailed Scheme of Delegation for the Trust and the Terms of Reference for Directors and LGBs, which we described earlier in this section.

During our SCF work, as well as using some funding to draw on the expertise of specialist consultants, we have carried out a series of visits to ensure that we are learning from some of the highest-performing Trusts and other institutions, including the Future Academies, The Elliot Foundation, ARK Schools, Reach2, and Wellington College.

## **F.2.5 THE LOCAL GOVERNING BODIES**

### F.2.5.1: Membership of the Local Governing Body

The LGBs for each new school will have 9 members. The Chair and majority of these governors (five in total per school) will be appointed by the FEAT board to ensure sufficient oversight and control of the strategic direction of the school from the sponsoring Trust. The remaining governors will include:

- Two elected parent governors
- One elected staff governor
- The Executive Principal

Standing items on all full LGB and education committee meeting agendas will be SEND, safeguarding, pupil progress (including of pupils with EAL, SEND, LAC and FSM), exclusions and write ups from school drop-ins – for which a template will be provided. Complaints and a health and safety update will also be reported at each full LGB meeting.

All governors will be given a responsibility for a particular area. These include: early years, virtues, knowledge, marketing/communications, premises, inclusion, safeguarding and HR. Each will be appointed in the summer and undergo training as appropriate.

### F.2.5.2: Skills and Experience

The FEAT appointed members of each LGB will be as follows:

#### *Floreast Southall*

- [REDACTED] + three others

#### *Floreast Alperton*

- [REDACTED] + three others

We intend to identify the other three FEAT-appointed members of each LGB by Christmas 2014.

The other members of the board will be appointed to ensure that a broad range of required skills and experience, as well as a representative range of ethnic backgrounds, are represented. See section F.3 for further information.

The FEAT Board of Trustees will provide challenge and support across these areas to the LGBs. The delegation of powers from the Board to each LGB will depend on the capacity of the governing body at any time; our expectation is that there will be less delegation of powers in the early years of each school's opening, with delegation to the LGB increasing as the school becomes more established.

Committees at local level will reflect those at board level, with one at each school taking responsibility for standards and performance, one for finance and resources, and one for audit. These committees will be overseen and supported by the corresponding board-level committees; again, we envisage this level of support being higher in the early years of each

school's operation, with this requirement lessening as it becomes established. Each school's Business Manager will provide clerking for the LGB.

## **F.2.6 ENSURING INDEPENDENT CHALLENGE**

### F.2.6.1 Ensuring Independence

We will ensure independent challenge at LGB level by ensuring that each LGB is filled with competent and knowledgeable individuals who understand the Trust's vision and are able to hold the school's leaders to account. Straightforward but comprehensive performance data reports will be created by the schools – to FEAT templates - and circulated to all governors ahead of LGB or committee meetings. Each LGB will contain one Trustee of FEAT and one member of the Executive Team. Other FEAT-appointed governors will be independent of the trust. Finally, FEAT will scrutinise the school's performance on a termly basis, holding both the chair of governors and the Executive Principal to account.

### F.2.6.2: Managing Potential Conflicts of Interest

With honesty as one of our core virtues, we are committed to the principle of independent challenge, which can exist only where no involved individual has interests that might conflict with the best interests of the school with which they are involved. We will therefore ensure that we manage any potential conflicts through:

- Recruitment: wherever possible, we will recruit governors, Trustees and others who do not have any interests that might conflict with those of the relevant school.
- Declaration: we will require all governors, Trustees and others to make a declaration of their interests that will be recorded by the appropriate Clerk and held in a register that can be accessed on request by any member of the school community. We define "interests" broadly to include, for example, personal, financial and professional interests, and will ensure that all interests are declared, including those that are not immediately relevant to the school.
- Non-participation: where the potential for a conflict of interest does arise, the peers of the individual involved, i.e. the other governors and Trustees at their school, must be satisfied that this has been appropriately mitigated before relevant proceedings continue. The actions to be taken will depend on the nature of the potential conflict, but might include:
  - The individual being excluded from the vote on a particular decision;
  - The individual being excluded from participating in a discussion on a particular issue; and,
  - The individual being required to physically leave the room during discussion of and/or voting on a particular issue.

Through these measures, we will ensure that Floreat Alperton and Floreat Southall are governed in line with best practice and the principles of transparency, fairness and the promotion of the best interests of their pupils above all others.

### F.2.6.3: Current Potential for Conflicts of Interest

There is no current potential for conflicts of interest for any proposed member of either LGB, board of Trustees, or sponsoring Trust.

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## F.3(a): Proposed governors

### F.3(A).1 FEAT TRUSTEES

Figure AG: Role and time commitment of Trustees post-opening

TRUSTEES				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours

### F.3(A).2 FLOREAT ALPERTON

Fig AH: Proposed governors

Name	Where live	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (per week)
██████████	██████████	██████████	██████████	██████████	2 hours [in addition to time commitment outlined in Figure AG]
██████████	██████████	██████████	██████████	██████████	4 hours [in addition to time commitment outlined in Figure AA]

### F.3(A).3 FLOREAT SOUTHALL

Fig AI: Proposed governors

Name	Where live	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (per week)
██████████	██████████	██████████	██████████	██████████	2 hours [in addition to 2

					hours outlined in Figure AG]
██████████	██████████	██████████	██████████	██████████	4 hours [in addition to time commitment outlined in figure AA]

## F.3(b): Skills gap for governing bodies

Fig AJ: Skills gap for governing bodies

Skills missing	How you plan to fill the gap
The following applies to each school's governing body as noted in each identified area. For our skills gap analysis of our project team, including the Trust, see section F.1(b).	
School finance	██████████ is able to provide strong financial oversight on the Southall governing body, we do not currently have a proposed governor with direct experience of school finances on either governing body. We do, however, have members of the Trust who do have this experience and who will be able to support each governing body where necessary. We will also scrutinise and compare schools' finances across the Trust to ensure that individual schools are achieving the best value for money.
Human resources	Again, HR experience is available at the level of the Trust, which will support both governing bodies in this area. Floreat schools will also purchase HR support (see section G below) through Trust-wide procurement, which will quality-assure the service.
Building and premises	This is currently a skills gap for the Trust as well as for both governing bodies. See section F.1(b) for information on how we intend to fill this gap.
Parent representation	Parent governors will be elected once each school is operating.
Staff representation	Staff governors will be elected once each school is operating.
Legal	We have significant legal expertise at Floreat Education and intend to recruit a further legal Trustee for FEAT. They will both support the governing body and provide scrutiny around all legal issues. The schools will also purchase legal services through Trust-wide procurement processes (see section G), as with HR services, which will be quality assured by the Trust.
Health and Safety	We will ensure that one of our governors on each governing body takes responsibility for this area, either by recruiting new governors with specialist expertise (see below for our recruitment plans) or by providing specific training to a governor with a different specialism.



### **F.3.1 GOVERNOR RECRUITMENT**

Each local governing body will consist of the school's Executive Principal (ex-officio), two parent governors, one staff governor, and five governors appointed by the Trust. The parent governors and staff governor will be elected by their respective peer groups on an annual basis and organised by the Trust. Two of the Trust-appointed governors will be a Trustee and a member of the Executive Team respectively. Other governors will be recruited by the Trust with a focus on ensuring that the skills and areas of expertise identified above are covered within each local governing body, and that the ethnic communities we serve are also reflected.

Our initial governor recruitment will draw on those members of the schools' respective local communities who have worked to support our plans for the school during the pre-application phase. Where these community members have the skills and experience required for the governing body, we aim to recruit them during the pre-opening phase. Other methods of recruitment, during this phase and once the schools have opened, will include:

- Engaging with SGOSS, an organisation which matches potential governors with schools aiming to recruit them by area of expertise;
- Requesting that religious organisations with a strong local presence suggest suitable individuals. We have engaged extensively with these organisations, and while there are sensitivities involved about balance we would like to draw on expertise from local community leaders.
- Using the networks of existing governors and the Trust, bearing in mind the need to avoid any potential for conflicts of interest and retain a high level of independent challenge.

### **F.3.2 GOVERNOR TRAINING**

The FEAT Executive Team will ensure that there is a rigorous induction process for new governors and a high quality programme of ongoing training to ensure that they remain effective in their roles as outlined in section F.2. For Floreat Wandsworth we will be using the governor support services provided by the local authority as a traded service. These have a good reputation among schools in the borough for providing a robust programme. If this is successful we will engage these services for Floreat Alperton and Floreat Southall. In addition to the specific governor training programme, all governors will be invited to participate in relevant elements of FTPD as appropriate to their specialism, existing expertise and identified development needs. All governors will also be invited to the introductory staff cohort dinner.

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## Section F.4: Recruiting a Headteacher

### F.4.1 A SUSTAINABLE SCHOOL LEADERSHIP MODEL

#### F.4.1.1 The Benefits of our Model

Floreat Southall and Floreat Alperton will be the third and fourth Floreat schools to open. This enables us to extend the model of leadership we are already using in the Trust. Its key components are:

- Joined up executive leadership through a single Executive Principal across both schools, ensuring that the educational model we are developing – the Virtue and Knowledge School Model – is introduced with fidelity and consistency.
- The Executive Principal for Floreat Southall and Floreat Alperton will split his or her time equally between the schools and this will be a permanent position. He or she will be supported by the Executive Team in the Trust, including by the Executive Principal of Floreat Wandsworth and Floreat Brentford, who will be able to use a combination of his experiences of creating Floreat’s first schools and the 0.3FTE he devotes to the Trust’s corporate work as Director of Education to support the leadership in Southall and Alperton. Beneath the Executive Principal in each school will be a Head of School. This will provide each school with significant leadership, as well as enabling the Trust to begin “growing its own” future headteachers for the schools we intend to add to the trust in the coming years.
- [REDACTED] This combination of up-weighted leadership in each school (through the use of Executive Principals and Heads of School) and a significant and expert presence at FEAT headquarters means that we are able to devote a large amount of capacity to ensuring the schools achieve our goals.

#### F.4.1.2 Attracting the Right People

One of the prime responsibilities of FEAT as the governing multi-Academy trust is to ensure our schools attract the best staff available. We were pleased to appoint a very high calibre [REDACTED]. Our recruitment process elicited ten full applications, all from experienced heads, from which we interviewed four. Given the challenges of recruiting senior staff, this reflects well on the attractiveness of our education philosophy and organisational model.

We began our search for our school leaders informally when we undertook our research into outstanding primary schools and schools that explicitly teach character and knowledge in 2013. Through this process – whereby we have visited dozens of schools – we have built a strong network of likeminded people to whom we will send our advert and job packs. Since December 2013 we have also been building the virtue and knowledge-related content on our website, attending and speaking at events at which likeminded people may be present, and gaining publicity for our distinct approach in the education, mainstream and social media.

In the process of appointing the Executive Principal for Floreat Wandsworth and Floreat Brentford we identified at least two potential candidates for the Executive Principal role for Floreat Southall and Floreat Alperton, both of whom are currently Headteachers in Brent and experienced in providing excellent primary education to the local demographic.

The new schools' opening is set to coincide with the graduation of the third cohort of Primary Future Leaders. We are drawn to this organisation because like us it recruits on the basis of values. We have already had preliminary discussion with them about positions within FEAT schools and will welcome applicants from their network.

#### F.4.1.3 Timeline

- Summer term 2015: Advertise and appoint Executive Principal
- Spring term 2016: Advertise and appoint Heads of School
- April 2015: Executive Principal takes up post
- August 2015: Heads of School take up post

This is our ideal timeline, allowing for the possibility that our appointees will likely be required to give a whole term's notice before leaving their school. It also leaves scope for re-advertisement if appropriate candidates are not forthcoming the first time we advertise. All posts are subject to enhanced Disclosure and Barring Service checks.

### **F.4.2 THE EXECUTIVE PRINCIPAL**

Salary: ██████████.

*Reports to:* the Chairs of the Local Governing Bodies, FEAT Managing Director

#### F.4.2.1 Main Responsibilities

- Leadership of Floreat Southall and Floreat Alperton including the appointment, line management, mentoring and development of Heads of School.
- Support the recruitment of the Head of School for both Floreat Alperton and Floreat Southall.
- Strategic leadership of each school and oversight of financial management.
- Oversight of the adoption by staff of the key educational and operational policies, systems and practises such that FEAT's ambitious aims for culture, progress and attainment are realised.
- Ensuring all the targets and KPIs for both school, in particular on literacy, are met.
- Implementation of the *Virtue and Knowledge School Model* in both schools, and contribution to the longer-term development of our group of schools.
- Championing and supporting the development of the Virtue and Knowledge School Model across all our schools.
- Leadership of effective external relationships, including with parents, teachers, the community, government and media.

#### F.4.2.2 Person Specification

##### *Virtues*

- Vision aligned with FEAT's high aspirations and explicit Virtue and Knowledge conception.
- Understanding of how to establish and instil consistently high standards of behaviour and a scholarly culture in mixed urban primary schools.

- Curiosity to always question the status quo and to visit, read and learn from others.
- Ability to lead, coach and motivate staff within a performance management framework.
- Motivation to support and input to the strategic vision and development of FEAT, including working with colleagues to develop effective training, assessment and curricula.
- Motivation to help FEAT Heads of School through day-to-day challenges while maintaining the underlying focus on developing their effective leadership.
- Genuine belief in the potential of every child to be knowledgeable and virtuous.
- Drive and perseverance continually to evaluate, improve and learn rather than fall back on excuses.
- Capacity to mentor others in how to use data with integrity to identify weaknesses and inform improvement.
- Commitment to the safeguarding and welfare of all pupils.

#### *Qualifications and experience*

- Qualified to degree level or higher.
- Qualified to teach and work in the UK.
- Experience of successful Headship in a state or independent school with a strong ethos and excellent outcomes.
- FEAT is an equal opportunities employer – we encourage candidates from a range of backgrounds and experience to apply for this position.

### **F.4.3 THE HEAD OF SCHOOL**

*Salary:* [REDACTED].

*Reports to:* the Executive Principal

#### F.4.3.1 Main Responsibilities

- Day to day leadership of Floreat Alperton or Floreat Southall including the appointment, motivation and development of staff.
- Implementation of FEAT's key operational and educational policies, systems and practices such that the Trust's ambitious aims for culture and attainment are realised, in particular in relation to the academic targets and KPIs, including the literacy targets.
- Support for the design and implementation of FEAT's Virtue and Knowledge Curriculum.
- Execution of effective external relationships and marketing including to parents, teachers and the community.
- Working with the Executive Principal to instil the culture of high expectations for behaviour and achievement of all pupils.
- Ensuring that the health and welfare of pupils is given the highest priority, delivering outstanding safeguarding of all children, and working with all necessary agencies and organisations to ensure these aims.
- Maintaining strong working relationships with other FEAT schools, local schools, the community, local authority, agencies, and stakeholders including parents, FEAT and the LGB.
- Delegation of responsibilities across senior leaders and staff.

- Effective use of data to report outcomes and plan effective interventions.
- Communication with FEAT staff to secure robust and efficient operational systems for the school.
- With support from FEAT's operational function, oversight of the school's finance, facilities, catering, resources and administration.
- Collaborative working with others in the network to develop good practice.
- Support to shape or lead initiatives across the FEAT network.
- Undertake any other responsibilities as directed by the Executive Principal, Managing Director of FEAT or the Chair of the Governors.

#### F.4.3.2 Person Specification

##### *Virtues*

- Vision aligned with Floreat's high aspirations and explicit Virtue and Knowledge conception
- Understanding of how to establish and instil consistently high standards of behaviour and a scholarly culture in a mixed urban primary school.
- Curiosity to always question the status quo and to visit, read and learn from others.
- Ability to lead, coach and motivate staff within a performance management framework.
- Motivation to help staff through day-to-day challenges while maintaining an underlying focus on developing their capacity to deliver the Virtue and Knowledge curriculum
- Genuine belief in the potential of every child to be knowledgeable and virtuous.
- Appreciation of the benefits of data to identify weaknesses and inform improvement.
- Drive and perseverance to continually evaluate, improve and learn.
- Commitment to the safeguarding and welfare of all pupils.
- Takes personal responsibility for their own actions.
- Excellent organisational skills and ability to delegate.
- Ability to work collaboratively with partner stakeholders, agencies and peers within and beyond the Floreat network.

##### *Qualification and experience*

- Qualified to degree level or higher.
- Qualified to teach and work in the UK.
- Experience of successful leadership and management in a state or independent school.
- FEAT is an equal opportunities employer – we encourage candidates from a range of backgrounds and experience to apply for this position.

#### **F.4.4 SELECTION PROCESS**

We have designed a recruitment process, described below, to enable us to select our school leaders. We have already successfully used this process to recruit the Executive Principal for Floreat Wandsworth and Floreat Brentford. An amended version will be used for all other teacher appointments, and significant elements will also be a feature of support staff selection processes. There will always be three stages to the recruitment process:

##### F.4.4.1 Stage One – Online Application Form

- A personal statement outlining why the person is applying to join a FEAT school.
- Education and work history.

If an application meets the required standard we will invite candidates to interview (bringing with them the necessary proofs of qualifications, DBS, and eligibility to work documents).

#### F.4.4.2 Stage Two – Observation, Tests and Interviews

- Observation – school leaders will be asked to lead an assembly and observe, evaluate and feedback on a lesson.
- Online cognitive and knowledge tests.
- Values in Action questionnaire (which is not used for selection purposes) followed by a short discussion about the outcomes during the values-based interview. Based on experience and advice from Future Leaders, we have designed the FEAT equivalent of their competency-based selection process. This interview will include behavioural event questions which ask candidates to describe times when they experienced challenging behaviour by a pupil and an adult, and probes for the way they responded in the short and longer terms.
- Technical interview – this will focus on work history and technical questions about headship. Candidates will be invited to discuss play based and more directional approaches to Reception class teaching to explore their perspectives.
- Presentation – leadership candidates will be given 10 minutes to prepare and then asked to present on a topic for 3 to 4 minutes. Following feedback they will be asked to redo the presentation. Topics might include a presentation to new parents on induction evening, to potential trainee teachers, or in a staff meeting about lunchtime routines.

We will spread this process over a full day, and reserve the right not to call back candidates for the final afternoon sessions. We will be supported in the interview process by FEAT

#### ██████████ F.4.4.3 Stage 3 – Checks

We will rigorously check references, qualifications and enhanced DBS records before issuing a final contract, which contains a six-month probation.

## **Section G: Budget planning and affordability**

██████████

## **Section H: Premises**

See Excel spreadsheet.

# Annex 1. DfE Academy Sponsor Supplementary Note

The text below is a verbatim copy of the Supplementary Note submitted on 23 September 2013.

23 September 2013

## Introduction

*Following a request for further information regarding Floreat Education's 6<sup>th</sup> September application to become an Academy sponsor, this document provides a series of points that should help to clarify our proposals further.*

### 1. Scale-ability of our plans

*The operating model for the organisation has been designed so that its costs are scale-able to both the number of schools within it and to the income available from various sources. There are, in effect, no fixed costs and so no need to guarantee a level of income to any members of the organisation – either core or consulting. All members of the organisation understand that this is the case. We do expect a relatively fixed amount of time to be provided by Trustees – at least one day per month – but this time is given pro bono. It should also be noted that a number of the Trustees have given significantly of their time during the process of putting together Floreat Education's original application.*

*Thus, if the Sponsor Capacity Grant received is lower than that anticipated in the financial forecasts then we will reduce the expenditure on both the Executive Team and consultant network commensurately. Similarly, if the growth trajectory is slower than that anticipated in the financial forecasts then the level of contracted input both from members of the Executive Team and from the consulting network will be reduced.*

### 2. Growth trajectories

*Regarding the proposed growth trajectory, we arrived at the figures provided in the financial plan following extensive market research and interviews with existing Academy sponsors and chains. The growth in the number of Floreat schools offers, we believe, a reasonable and manageable rate of expansion that will enable us to create a small but high quality Executive Team that serves the group of schools.*

*However, if the rate of growth is slower than anticipated then the cost base will be scaled back commensurately, which our model is designed to do. We understand that this may be necessary because an increasing number of DfE-approved sponsors means that sponsoring opportunities become more competitive. Similarly, a different government post-2015 could lead to a less benign operating environment, which could affect our growth. We would expect any scaling back on growth to come from a reduction in the number of sponsored and converter Academies.*

*On this basis, a more negative growth scenario might see a shallower trajectory of 0-3-8-15-22 over five years, instead of the proposed 0-3-11-22-32 growth pattern across the same period. As explained above, our flexible operating model adjusts to enable this to happen without incurring deficits.*

Finally, we plan to move into secondary school sponsorship towards the end of the five year period. We are open to moving into secondary sooner if the right opportunities become available and if these schools align with primaries with which we are already involved.

### 3. Corporate structures

The two diagrams below explain how our corporate structure will scale and change over time. The colour coding denotes the different status of various positions at the different stages of growth, as explained by the key. The main points to note are:

- the growth in the Executive Team as the number of schools increases;
- the increasing time commitment of staff members over time; and,
- the conversion into full-time permanent positions of the Education and Finance Directors.

The diagrams below reflect the growth trajectory outlined in our sponsor application. Clearly a slower rate of growth would require a commensurate reduction in the time commitment from each member of staff. All members of staff, whether in the Executive Team or in the consultant network, have been engaged on the basis that their involvement will expand only if and when the scale of schools demands it.

<sup>1</sup> All data in this paragraph: <https://www.gov.uk/government/publications/school-capacity-academic-year-2012-to-2013>

<sup>2</sup> All data in this paragraph: <http://democracy.brent.gov.uk/documents/s22840/rg-school-expansion-app.pdf>

<sup>3</sup> DfE Performance Tables

<sup>4</sup> All data in this paragraph: <http://democracy.brent.gov.uk/documents/s22840/rg-school-expansion-app.pdf>

<sup>5</sup> [http://www.londoncouncils.gov.uk/London%20Councils/PanLondonAdmissionsFAQs%20\(4\).pdf](http://www.londoncouncils.gov.uk/London%20Councils/PanLondonAdmissionsFAQs%20(4).pdf)

<sup>6</sup> [http://www.londoncouncils.gov.uk/London%20Councils/PanLondonAdmissionsFAQs%20\(4\).pdf](http://www.londoncouncils.gov.uk/London%20Councils/PanLondonAdmissionsFAQs%20(4).pdf)

<sup>7</sup> <http://democracy.brent.gov.uk/documents/s22840/rg-school-expansion-app.pdf>

<sup>8</sup> All underlying data in this sub-section taken from DfE performance tables.

<sup>9</sup> All data in this paragraph: <https://www.gov.uk/government/publications/school-capacity-academic-year-2012-to-2013>

<sup>10</sup> 'Briefing on Schools within the Southall Quadrant of LBE', June 2014.

<sup>11</sup> All data in this paragraph: 'Update on School Expansion Programme and Projected Future Demand', April 2014

<sup>12</sup> All underlying data in this sub-section taken from DfE performance tables.

<sup>13</sup> <http://www.mathematicsmastery.org/primary/programme/>

<sup>14</sup> Read, Write, Inc. <http://www.ruthmiskintraining.com/read-write-inc-programmes/index.html>

<sup>15</sup> The Knowledge Deficit, Hirsh Jr, E.D., 2006

<sup>16</sup> Civitas's Core Knowledge Sequence UK <http://www.coreknowledge.org.uk/ckuk.php>; The Curriculum Centre at Pimlico Academy <http://www.thecurriculumcentre.org/>

<sup>17</sup> A Framework for Character Education in Schools, The Jubilee Centre for Character and Virtues, 3 July 2013 <http://jubileecentre.ac.uk/userfiles/jubileecentre/pdf/other-centre-papers/Framework..pdf>

<sup>18</sup> Wellington College's Wellbeing Curriculum <http://www.wellingtoncollege.org.uk/2288/school-life/well-being>

<sup>19</sup> <http://www.adventurelearningschools.org/>

<sup>20</sup> <http://intranet.wellingtoncollege.org.uk/service/service-learning>

<sup>21</sup> Talent is Over-rated, Colvin, G., 2008

<sup>22</sup> <http://educationendowmentfoundation.org.uk/toolkit>

<sup>23</sup> All underlying data in this sub-section taken from DfE performance tables.

<sup>24</sup> <https://intelligence.brent.gov.uk/BrentDocuments/Alperton.doc>

<sup>25</sup> <http://data.london.gov.uk/datastore/package/indices-deprivation-2010>

<sup>26</sup> All underlying data in this sub-section taken from DfE performance tables.



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- <sup>27</sup> Debra Myhill and Ros Fisher, *Informing Practice in English: A Review of the Recent Research in Literacy and Teaching of English* (London: Ofsted, 2005) p.4
- <sup>28</sup> <http://educationendowmentfoundation.org.uk/toolkit/>
- <sup>29</sup> Hart, B. & Risley, T.R. "The Early Catastrophe" (2004). *Education Review*, 77 (1), 100-118
- <sup>30</sup> Core Knowledge UK <http://www.coreknowledge.org.uk/culturalliteracyck.php>
- <sup>31</sup> The Model Funding Agreement provisions are based on the Education Act 1996 and School Standards and Framework Act 1998
- <sup>32</sup> <http://salisburyworld.org.uk>
- <sup>33</sup> <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=101044>
- <sup>34</sup> <http://www.futuretraining.org/course-outline/#sthash.Sde91Z9Y.dpuf>
- <sup>35</sup> School capacity: academic year 2012 to 2013, Planning area forecasts by all years by year group, Department for Education, updated version 14 April 2014
- <sup>36</sup> DfE, Targeted Basic Need List of Projects, July 2013  
<http://media.education.gov.uk/assets/files/pdf/tbnp%20list%20of%20projects%20july%202013%20-%20final%20version.pdf>
- <sup>37</sup> <http://brent.gov.uk/media/464791/Alperton%20Masterplan%20SPD%20FINAL.pdf>
- <sup>38</sup> [http://urbed.com/sites/default/files/Design%20Statement%204\\_1.pdf](http://urbed.com/sites/default/files/Design%20Statement%204_1.pdf)
- <sup>39</sup> All data in this subsection sourced from the DfE Performance tables, September 2014.
- <sup>40</sup> All data in this subsection sourced from the DfE Performance tables, September 2014