

**MICHAELA COMMUNITY
SCHOOL**

**FREE SCHOOL
APPLICATION**

Section 1: Applicant details

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

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

Details of Company Limited by Guarantee

Name: MICHAELA COMMUNITY SCHOOL

Company address:

██████████
LONDON
██████████

Company registration number: 7645701

Main contact

Name: ██████████

Address:

██████████
LONDON
██████████

Email address: ██████████

Telephone number: ██████████

Members and Directors

Please confirm the total number of (a) Company Directors [6] and (b) any other members of the Governing Body [7] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.

Name: ██████████

Position: ██████████

Name: ██████████

Position: ██████████

Name: ██████████

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Related organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

██████████
██████████

Or ██████████

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

N/A

Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 31/05/2011

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

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

Section 2: Outline of the school

Proposed school name:	MICHAELA COMMUNITY SCHOOL							
Age range:	11-18							
<p>Proposed numbers in each year group at point of opening</p> <p>3rd explanation of how pupil numbers will expand to fill the school over time.</p> <p>if your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year1							
	Year2							
	Year3							
	Year4							
	Year5							
	Year6							
	Year7	120	120	120	120	120	120	120
	Year 8		120	120	120	120	120	120
	Year 9			120	120	120	120	120
	Year10				120	120	120	120
	Year11					120	120	120
	Year12						120	120
Year13							120	
<p>MCS will have 120 pupils in the first year of opening, 4-form entry, for year 7. Every year MCS will admit another group of 120 year 7 students until it is at full capacity at 600 pupils.</p> <p>MCS will also have a 6th Form (Years 12 and 13) and this will open when its first Year 7 group is ready to enter the 6th Form.</p> <p>Thus, the maximum capacity is 840 pupils, 7 years after opening.</p>								
if an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? if Y, please specify which faith. Please see notes below (at the end of this table).	NO							
Is this an application for a single-sex school? If so, please tick the relevant box.	NO							
Local authority area in which the school would be situated and if near to a LA boundary please include names of neighbouring LAs).	LB Lambeth. Neighbouring LAs include: Wandsworth, Southwark, City of Westminster.							

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

Section 3: Educational vision

The Michaela Community School is distinctive because it offers inner-city youth an ethos that is often found in our better private schools. MCS will provide a knowledge-rich curriculum, prioritising academic subjects, and it will instil self-discipline and a strong work ethic in pupils. It will set high expectations and encourage competition and a sense of responsibility amongst pupils, staff and parents. MCS will also address issues that often hold back inner-city youth and give them personalised and specialist support through the extended day. MCS will not have a particular specialism.

We, the steering group, want to establish the Michaela Community School because we believe that our inner-city youth are capable of not only withstanding the rigour found in our better private schools – the benchmarking, the competition, the honesty – but that they, like their private-school counterparts will thrive in it. The free school movement also presents us with the opportunity to adapt the traditional private-school ethos to fit into the inner-city environment of south London. For instance, we will have the freedom to offer financial literacy and media analysis classes in our extended day, thereby addressing the issues that often fail inner-city pupils later on in life. We will also have the English Baccalaureate as the heart of our curriculum, something that other local schools do not do.

Our aim is to nurture pupils to become engaged and informed citizens. By the time they leave The Michaela Community School, they will read novels for pleasure, and understand the basic scientific building blocks of our world. They will appreciate the beauty of maths and its practical uses, and know the joys of learning different languages. They will be equipped to better explore the world in which they live. In essence, they will develop a love of learning and a sense of creativity that will stay with them throughout their lives.

Michaela Community School will provide excellent pastoral care so that all pupils will develop the self-assurance to achieve whatever goals they set for themselves. The overall aim is to produce young men and women who have the confidence and the ambition – and the self-discipline and the creativity – to change their stars for the better. The Michaela Community School hopes to become a shining example of what is possible in the inner city, becoming one of the best schools in the country renowned for academic excellence and capable of instilling extraordinary ambition in all its pupils, no matter what their background.

Why is the school called Michaela?

Michaela was an extraordinary teacher whose old-school Caribbean values ensured huge success for her pupils. She died of cancer in early 2011. The Michaela Community School is named after this outstanding teacher because she lived an exemplary life: the kind of life we would want for all of our pupils.

What of MCS graduates?

Michaela Community School graduates will have all possible doors open to them. Should they choose to go to university, including Oxbridge and Russell Group universities, they will apply from a position of strength. If they choose a different life path, the knowledge and skills acquired during their secondary school experience will stand them in good stead. While we will encourage all pupils to push themselves to the limit of their capabilities, we are clear that not all of our pupils will go on to university. But all of them will leave school with the basics in numeracy, reading, writing, and speaking English.

Calling children 'pupils' and not 'students'

Historically, children were pupils throughout their school careers and became students when at university, when they were old enough to proceed with little guidance, when choice was opened up to them, where they able to be entirely in charge of their own learning. Like our better private schools, the Michaela Community School believes that children at secondary school need less choice and more guidance than is currently given in many of our state schools. We also believe they need more tradition in terms of rules and routines. At the Michaela Community School pupils will be required to move out of the way of adults, stand at assembly, have a perfect uniform, and obey. Obedience is not a word that we will shy away from as it is this concept that will see our pupils through to having successful lives in the future.

Why Lambeth?

We believe that the state education system in general, but especially in Lambeth, fails our children, especially with regard to academic subjects. The average percentage of children gaining the English Baccalaureate in Lambeth is 7.9%. The average for schools in North Lambeth is 4.4%. The average for the non-denominational schools in north Lambeth is 1.7%. We believe strongly in children having academic subjects as a base. It is our intention that the majority of our children should get the English Baccalaureate and we would be disappointed if at least 75 % of our children did not get it.

There also is a shortage of schools in Lambeth, and in particular of non-denominational, co- educational schools. This results in many children having to travel across the river for school. This year, 433 more year 6 Lambeth pupils applied for secondary school places than there were places available. MCS will give parents a different choice, but it will also give them the opportunity of not having to send their children out of borough for secondary school.

Long Term

The long term plan for the Michaela Community School is to open many schools in London's poorer districts, to give disadvantaged children the opportunity to access an excellent education. Our values of strong discipline, a focus on academic subjects, knowledge-acquisition, and high expectations are what we believe will help these children to succeed in the future. We believe with our ethos, excellent leadership and talented teachers, we can have serious impact on education in Britain, by proving what can be done with children who are always seen to be incapable of achieving.

Initially, we hope that other schools in Lambeth will adapt and take on board some of our philosophies when our success becomes well known. When our children get into the top universities and rival their private school counterparts, we hope that other state schools will copy our example.

Section 4: Educational plan

Admissions Policy

MCS will admit 120 pupils in each year group. We will abide by the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. We are committed to accepting children with statements of SEN, regardless of whether the school is oversubscribed and we are committed to giving priority to looked-after children. We are also eager to take advantage of this new legislation which will allow a free school to prioritise some places for the poorest pupils.

In the event of being oversubscribed, we will admit pupils according to a fair banding lottery system. 1. Looked After Children, 2. Siblings, 3. Banding and lottery within that. All pupils who have applied from within a five-mile radius will be divided into the five standard bands according to ability. We will then select equal numbers of pupils by lottery from each category. This should ensure a balanced and comprehensive intake. In moving forward, we plan to consult with the local secondary school heads to see if they agree with this method. The reason for spreading the radius wide is so that we do not destabilise any local schools. The [REDACTED] (the 2nd nearest secondary school to the old [REDACTED]) was asked for her thoughts on our plans and she approves.

We hope application forms for the school will be available at the beginning of October and the closing date for receipt of completed applications will be the 31st of October 2011. There will eventually be an independent appeals panel set up according to any statutory provisions in force at the time that will consider any appeals. We hope that the Local Authority might discuss the possibility of acting on behalf of the Governing Body of the Michaela Community School in processing applications to the school and in the operation of any appeals panel.

The reason we want banding and lottery is because we believe in comprehensive education. We want our intake to be balanced, allowing Oxbridge candidates to mix with children who will struggle to get 5 GCSEs. We believe that such a mix will help to develop all of our pupils into well-rounded, civically-minded, engaged and caring human beings. We will require a CATs test in October/November that will be externally marked. This will include verbal, non-verbal and numerical reasoning. A lottery will take place once the scores have been decided and we will ensure a fair lottery system provides us with our comprehensive intake.

Curriculum

The Michaela Community School will challenge every pupil, stretching the most able and providing additional support for those who need it. Classes will be streamed from year 7. Modern Foreign Languages will be introduced in Year 7, with scope for pupils to study up to two at GCSE or IGCSE level. Pupils will be encouraged to stay on in the Sixth Form and progress to a good university. We will offer a range of support for university applications, including applications to Oxford and Cambridge.

The Michaela Community School believes that English and Maths are fundamental to all other learning. These subjects will be given top priority. Pupils with poor literacy and maths scores will do extra classes in these subjects during the extended day. The literacy class will consist of a programme of intensive synthetic phonics, which is the best way of improving literacy.

At Key Stage Three, we will teach English, Maths, Science, History, Geography, Religious Education, and a modern foreign language. We will also teach Art, Music and Drama, and we will teach Physical Education as part of the extended school day. More time than usual will be allocated to English and Maths – six lessons each. While the emphasis will be on academic attainment, ICT will be embedded in the curriculum and all pupils will study Music, Art and Drama in their English lessons. DT will not be taught because we are a school that specializes in academic subjects and we are ensuring that the majority of our pupils will achieve the English Baccalaureate. For this to happen, academic subjects need to be prioritized in terms of time allocation. DT has been sacrificed in order to provide this emphasis. We also feel that the costs of equipping and maintaining a design and technology department are not matched by the benefits of doing so. This is consistent with our focus on depth before breadth. This will be made clear to parents upon application and has been made clear to the community in our promotion of the school. MCS simply represents an alternative choice.

At Key Stage Four, English, English literature, Maths, Science, History/Geography and a modern foreign language will be compulsory for most pupils and pupils will also choose from History/Geography, Religious Education and another or foreign language, Art, and Music. Pupils will therefore study the subjects that make up the English Baccalaureate. We will strive to ensure that the vast majority of pupils gain passes in these subjects.

We believe that the English Baccalaureate subjects offer a balanced coverage of the main areas of human endeavour and are an excellent preparation for further study in a wide range of other subjects. Restriction of choice now ensures more choice later on. Winston Churchill sums it up well:

"By being so long in the lowest form I gained an immense advantage over the cleverer boys. They all went on to learn Latin and Greek and splendid things like that. But I was taught English. We were considered such dunces that we could learn only English. Mr. Somervell--a most delightful man, to whom my debt is great--was charged with the duty of teaching the stupidest boys the most disregarded thing--namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing thoroughly, but we also practised continually English analysis. Mr. Somervell had a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue, and green inks. Subject, verb, object: Relative Clauses, Conditional Clauses, Conjunctive and Disjunctive Clauses! Each had its colour and its bracket. It was a kind of drill. We did it almost daily. As I remained in the Third Form three times as long as anyone else, I had three times as much of it. I learned it thoroughly. Thus I got into my bones the essential structure of the ordinary British sentence--which is a noble thing. And when in after years my schoolfellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams had to come down again to common English, to earn their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favor of boys learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honour, and Greek as a treat."

Our aim is that all of our pupils will get their English and Maths GCSEs. For those who struggle academically, most attention will be given to these 2 subjects and they will be able to do additional subjects, more vocational BTECs, should this be appropriate. BTECs such as Applied Science, Art and Design, Engineering, Music, Performing Arts, Sport, Travel and Tourism may be on offer at KS4, depending on our intake and the numbers that required equivalent GCSE provision.

Assessment

We believe in curriculum coherence – that every aspect of the curriculum should be aiming for the same goal. Thus, the design of our own assessments and the selection of external assessments will be important factors in our curriculum design.

Currently, attempts to bring knowledge back into the curriculum founder because it is not rigorously assessed. To counter this, we will design and implement our own Certificate of General Knowledge. This will consist of a corpus of 500 basic factual questions testing the important foundational knowledge of each subject. Pupils will be taught this knowledge in a detailed and meaningful way throughout the year. At the end of the year, they will sit a test which draws a random 50 questions from this corpus. This test will ensure that pupils recognise the importance of knowledge and devote time to ensuring they have a secure grasp of the fundamentals in each subject. A detailed breakdown of how this certificate will work in each subject is follows in the next section. Pupils will also sit essay-based exams and problem-solving exams at the end of every year, which will test both knowledge and skills. Their results in these exams will affect how they are set in the next year.

At Key Stage Four, we will review the offer of public examinations and exam boards nearer the time. We would envisage some pupils sitting the IGCSE and some sitting the GCSE. We want to ensure that all our pupils sit examinations that offer stretch and challenge. At sixth form, we will offer A-levels in all the subjects offered at GCSE, as well as some extra subjects based on a review of what would most appropriate and workable. We may also offer the International Baccalaureate as it would complement the school's core knowledge curriculum and would encourage an internationalist outlook. It can take several years to become an accredited IB provider so in the short term the school may only offer A-levels supported by a thinking skills course and the opportunity to do an extended project. The Sixth Form will have common time set aside where pupils can undertake community service, work experience and attend weekly lectures and debates.

Pedagogy

We believe all pupils, whatever their background, have a right to access the best that has been said and thought. This will include a variety of writers, from all parts of the world, and thinkers from all the ages. The curriculum at The Michaela Community School will ensure that pupils are knowledgeable enough about the world around them to transform it in the future.

We will emphasise the traditional knowledge and skills which have stood the test of time, and our focus on traditional academic subjects will provide a solid base on which young people can build further skills and future careers, thus enabling them to grow into thinkers, authors, leaders, orators or whatever else they wish. It is precisely by mastering traditional subjects that our pupils will be better placed to innovate and create.

We believe that knowledge is a prerequisite of skills development. As such, we will teach all subjects with an explicit focus on the important knowledge that underpins them. Our curriculum will provide a contemporary approach to these timeless principles by utilizing best practice from across the world. In particular, we are inspired by the work of E.D. Hirsch's Core Knowledge Curriculum in America. This curriculum has had great success in placing a traditional body of knowledge at the heart of its curriculum. Currently, there are no schools in Lambeth, or indeed the UK, offering this type of knowledge-rich curriculum. Our curriculum will give pupils the opportunity to engage with the best that has

been known and thought, and will also demonstrate the effectiveness of such an approach to other schools.

Our pedagogy will reflect this approach. We will teach knowledge sequentially so that the entire body of knowledge for a subject will be coherent and meaningful, and we will include frequent tests of declarative knowledge in all subjects. The History curriculum will follow a chronological sequence of events. The English curriculum will follow a similar chronology of the history of literature, and will also build up knowledge of grammar and the parts of speech. The Geography curriculum will introduce knowledge of countries, cities, and important geographical features. The Maths curriculum will connect areas of learning and promote a deeper overarching understanding of topics. The Science curriculum will be aligned to the Maths curriculum so that pupils will have the maths skills needed to succeed at Science.

Competition

We believe children have a right to know where they stand in relationship to their peers. We believe in benchmarking children and giving them clear guidelines on how they can climb that ladder to success. We will benchmark children in two ways. Firstly, whenever a test is done in class, pupils will know where they came amongst the pupils in their class. Secondly, at the end of every half term, we will rank all pupils in each year group according to their work ethic and attitude. We will publish the top half of pupils on this list and reward them at a whole-school assembly.

We firmly believe that if the boys at Eton and Winchester can handle benchmarking and benefit from it, then so can the children in the inner city.

Discipline, hard work and high expectations

We will emphasise the importance of hard work, expecting all pupils to apply themselves regardless of their ability. Genuine hard work will be rewarded. This is critical. Teachers will be ambitious in helping those pupils who fall behind to catch up, and we will emphasise that pupils will have to work hard to succeed. The value of hard work is fundamental to our ethos, and is one of the reasons why we have a longer school day than is typical.

We are involved in the pursuit of excellence, so our expectations will be very high. We will expect pupils to be perfectly dressed in full uniform, polite and obedient at all times. Parents and pupils will be required to sign a contract at the start of the year. There will be an expectation from the school that parents involve themselves in their child's learning and progress.

Families must also have high expectations of the school. The Michaela Community School staff welcome dialogue and discussion. We are keen to create an environment where we are all working for the betterment of all of our children. The goal is always that excellent behaviour and excellent learning should be second nature, not something that one has to work at to achieve; it should simply be the way that we are. This is a state of mind and being that we want all our pupils to attain and sustain, not just at school, but for the rest of their lives.

Curriculum model

English & Drama

Key Stage Three curriculum

- Pupils will study the correct rules of spelling, punctuation, and grammar and be frequently tested on them. Concentrating on correct spelling, punctuation and grammar is not a petty requirement that inhibits pupils' expression. On the contrary, they are the means by which pupils learn to express themselves. All the evidence shows that poor knowledge of spelling and grammar leads to poorer, less expressive writing.¹
- They will study the history of English language and literature, in a way designed to fit in with the History curriculum. Across the three Key Stage Three years, pupils will learn how the English language has developed, and they will learn about some of the great writers in English. All pupils will learn this, but the texts they read will be differentiated according to their reading ability. All pupils will read some of the original work of great writers, and some abridged and adapted versions. The balance will be different depending on ability.
- Pupils with particularly low reading ages will also follow an intensive programme of synthetic phonics, the most effective method of teaching decoding skills.²
- Pupils will be expected to read widely outside the class. To help with this, the school library will be equipped with the Accelerated Reader programme, which logs the number of books a pupil reads and sets simple quizzes on them.
- Drama will be integrated into the English curriculum. Pupils will create and perform their own play scripts based on texts they have read, and they will also explore some of the different approaches there are to performing Shakespearean plays.

Assessment

The English component of the school-wide Certificate of General Knowledge will involve reading and comprehension questions based on each term's topic. At the start of each half-term, pupils will be given a pack of reading on that term's topic, and twenty factual questions derived from the reading. They will be taught this material in that half term's lessons, and tested on the twenty questions at the end of the half term. As well as this, each half term pupils will be given a list of 100 spellings they will be expected to know by the end of the term. Each week they will be tested on twenty of them.

At the end of every half term, pupils will be assessed in two ways.

- A knowledge recall test. This will consist of ten spellings, drawn from that half term's bank of 100 and twenty questions on that half term's topic which will be known in advance.
- A long writing question. This will be assessed for content and accuracy.

Similarly, at the end of the year pupils will sit extended versions of these two tests based on the entire year's work.

Possible Year Seven Curriculum

1. The History of English part one – Greek and Roman myths
Assessment: Knowledge test; piece of creative writing
2. The History of English, part two – Anglo-Saxon settlers, Beowulf
Assessment: Knowledge test; piece of expository writing
3. The History of English, part three - the Robin Hood legend
Assessment: Knowledge test; piece of persuasive writing
4. The History of English, part four - The Canterbury Tales
Assessment: Knowledge test; piece of creative writing
5. The History of English, part five – Shakespeare - Macbeth or Julius Caesar
Assessment: Knowledge test; play script.
6. Shakespeare and Drama – Macbeth.
Assessment: Knowledge test; piece of analytical writing.

¹M. Joshi, R. Treiman, S. Carreker, & L.C. Moats, 'How words cast their spell.'
American Educator, Winter 08109, pp. 6-43.

² Tom Burkard, *A World First for West Dunbartonshire: The Elimination of Reading Failure*, London: Centre for Policy Studies, 2006.

Mathematics

KS3 Curriculum

- We understand that some children find maths difficult and begin secondary school with limited skills and knowledge. We will work intensively with all pupils to narrow the knowledge gap. On entry all pupils will take an "audit test" so we can identify key areas of learning that need the most work on, we will then work to master these topics.
- Pupils will work at gaining excellent number, algebra and problem solving skills, developing a deep and confident understanding of maths.
- Time will be devoted to practising basic numerical methods, so that all pupils will be quick and accurate in mental and written calculations. All modern and new approaches will be shared with parents using video tutorials posted on the school's website.
- Connections will be made in the maths curriculum so that learning is not superficial.
- All pupils will be stretched and challenged to equip them with the skills and language of maths to think critically and logically.
- Six lessons a week = little and often, gradual progression, master of topics for solid foundation

Assessment

- Each week pupils will have a 10 minute mental maths test, this will cover number and algebra skills depending on their ability.
- Each term pupils will be issued a homework pack. This will be supported with accompanying video tutorials to help with learning at home. All homework questions will need to be completed and scores will contribute to the ongoing assessment.
- At the end of each term, pupils will be tested on the term's work and an extended problem solving task. Clear feedback will be given to indicate what topics and areas of learning need to still be worked on.

History

Key Stage Three curriculum

- The history curriculum will place historical knowledge at its heart. Surveys by Ofsted, by history associations, by academics and by publishers and newspapers all express concern about the decline of historical knowledge amongst school pupils.³ This is because of the way that historical knowledge has been taught over the past few decades- as a vehicle for the practice of skills, and not as an important concept in its own right.
- One area that has particularly suffered as a result of this approach is an understanding of chronology. An understanding of historical chronology is necessary for history and for many other subjects, and needs to be explicitly taught.⁴ We will organise our curriculum chronologically and constantly teach and reinforce the order of events.
- This approach will have benefits beyond the subject of history. The more facts pupils learn, the easier it is for them to learn. Establishing a schemata of historical facts makes it easier to assimilate new facts and understand their context.⁵
- Historical knowledge is of great importance for cultural understanding. We will ensure all pupils have a clear understanding of the broad sweep of British history, as well as an understanding of wider world history.
- Historical skills are important, and one of the most important is essay writing. We will teach pupils the basic principles of essay writing from year 7, enabling them to construct sophisticated analysis of the broad and deep knowledge they will be acquiring.

Assessment

The History component of the school-wide Certificate of General Knowledge will involve reading and comprehension questions based on each term's topic. At the start of each half-term, pupils will be given a pack of reading on that term's topic, and twenty factual questions derived from the reading. They will be taught this material in that half term's lessons, and tested on the twenty questions at the end of the half term.

At the end of every half term, pupils will be assessed in two ways.

- A knowledge recall test. This will consist of twenty questions on that half term's topic which will be known in advance.
- A long writing question. This will be assessed for content and accuracy.

Similarly, at the end of the year pupils will sit extended versions of these two tests based on the entire year's work. Pupils will also be assessed for their use of correct spelling, punctuation and grammar. They will be taught how to construct a historical essay and assessed on how well they do this.

Possible Year Seven Curriculum

1. Roman Britain
2. The Anglo-Saxons and the Vikings
3. The Norman Conquest
4. The Crusades
5. The Magna Carta
6. The Hundred Years War

³ Matthews, Derek. *The strange death of history teaching: (fully explained in seven easy-to-follow lessons)*, p.33.

Ofsted. *History in the Balance: History in English schools 2003-07* (July 2007); *Times Educational Supplement*. 19 January 2001. 'What did Hitler do in the war, miss?'

<http://www.tes.co.uk/article.aspx?storvcode7342835>; The Independent. 10 November 2001. 'Don't know much about history? You are not alone, says questionnaire' <http://www.independent.co.uk/news/uk/home-news/dont-know-much-about-history-you-are-not-alone-says-questionnaire-747612.html>; BBC News. 5 August 2004. 'Britons 'ignorant of UK history' <http://news.bbc.co.uk/1/hi/3537162.stm>

⁴ Alan Hodkinson, 'Does the English Curriculum for History and its Schemes of Work effectively promote primary-aged children's assimilation of the concepts of historical time? Some observations based on current research', *Educational Research*, 46:2,2004, pp.99-119.

⁵ Richard C.,Anderson, Rand J. Spiro, & William E. Montague, (1977). *Schooling and the Acquisition of Knowledge*, Hillsdale, NJ: Erlbaum, 1977.

Science

Key Stage Three curriculum

- Our science curriculum will be designed to promote deep understanding of scientific concepts. The current curriculum, with its distinction between 'future scientists' and 'citizens, creates a false dichotomy. We think that for our pupils to become informed citizens who can comment meaningfully on science, they will need a rigorous and in-depth scientific education. Thus, our curriculum will ensure all pupils are given this opportunity.
- The science curriculum will correspond closely to the maths curriculum, so that all pupils have the maths skills that will enable them to succeed at science.
- The history curriculum will contain frequent lessons on the history of science which will help pupils to understand the development of the scientific method and the importance of science in the development of civilisation.
- We will aim for a mix of practical and theoretical approaches to science. Experiments are a vital part of teaching science and are important in inspiring and engaging pupils. Theoretical learning establishes a sense of coherence and order.
- The science curriculum will be sequenced so that each year's topics build carefully on prior knowledge.

Assessment

The Science component of the school-wide Certificate of General Knowledge will involve reading and comprehension questions based on each half-term's topic. At the start of each half-term, pupils will be given a pack of reading on that topic, and twenty factual questions derived from the reading. They will be taught this material in that half-term's lessons, and tested on the twenty questions at the end.

At the end of every half term, pupils will be assessed in two ways.

- A knowledge recall test. This will consist of twenty questions on that half term's topic which will be known in advance.
- A problem solving paper.

Similarly, at the end of the year pupils will sit extended versions of these two tests based on the entire year's work. Pupils will also be assessed for their use of correct spelling, punctuation and grammar.

Possible Year Seven Curriculum

1. Classifying Living Things
2. Cell Structures, Plant Structures, Photosynthesis, Reproduction
3. Matter and Change
4. Atoms, Molecules, and Compound Elements Chemical and Physical Change
5. Gravity, Stars, and Galaxies
6. Electricity and Electromagnetism

Geography

Geography underpins a lifelong 'conversation' about the earth as the home of humankind. Geography is not a narrow academic subject for the few. It is fundamental for everyone (Geographical Association 2011).

Key Stage Three curriculum

- The curriculum will blend traditional Geography with innovative modern topics. Selected modules will equip students with the relevant knowledge to make the smooth transition towards higher study at GCSE and A Level.
- The curriculum will focus on six areas highlighted by the Geographical Association as essential for inspiring young people: the physical world, human environments, interdependence, place & space, scale and young people's lives. In addition each year group curriculum will be built around six themes which will be used to acquire knowledge across the key stage: diverse world, physical world, my place in the world, dangerous world, connected world and dynamic world. Each year group will start their studies by focusing on traditional knowledge of the location of places within two continents.
- The curriculum will ensure opportunities for students to thinking critically about physical and human geography. Students will be expected to think creatively and be able to communicate decisions in a range of formats.
- The curriculum will equip students with knowledge of how to use, manipulate and process data in a range of formats. ICT will be used to enhance geographical investigation throughout the course.
- The curriculum will build opportunities for geographical enquiry and fieldwork. Students will be expected to actively investigate local and global geographical issues.

Assessment

The Geography component of the school-wide Certificate of General Knowledge will involve questions based on each term's topic. At the start of each half-term, pupils will be given a pack of reading on that term's topic and factual questions derived from the reading. They will be taught this material in that half term's lessons, and tested on the questions at the end of the half term.

Possible Year Seven Curriculum

1. Europe and Australasia
2. River systems
3. UK and London
4. Flooding and fire hazards
5. Industry and sport
6. Settlements

<http://www.geography.org.uk/>

Modern Foreign Languages

Key Stage Three curriculum

- Pupils will study French in year 7. They will be taught by a mixture of practical immersion in the language, but also by a close focus on grammar and linguistic structures. They will be taught the correct rules of spelling, punctuation, and grammar and be frequently tested on them.
- Languages are not just about basic verbal communication, but are the path to understanding another culture and way of living. Lessons will therefore focus not just on the French language but on its literature, culture and history.
- Instead of doing a certain amount of homework a week, all pupils will be expected to do a certain amount of French homework each night. This is because new languages are best learnt through short and frequent practice rather than longer infrequent practice.
- A system of 'Talk time' will be used in all lessons which will encourage pupils to break the boundaries in foreign language learning and 'speak spontaneously'. This strategy will be supported at home with pupils teaching their families what they learn at school.

Assessment

The French component of the school-wide Certificate of General Knowledge will involve reading two texts, one in English and one in French, and answering comprehension questions based on each term's topic. At the start of each half-term, pupils will be given a pack of reading on that term's topic, and twenty factual questions derived from the reading. They will be taught this material in that half term's lessons, and tested on the twenty questions at the end of the half term. As well as this, each half term pupils will be given a list of 100 words they will be expected to know by the end of the term. Each week they will be tested on twenty of them.

At the end of every half term, pupils will be assessed in two ways.

- A knowledge recall test. This will consist of ten words, drawn from that half term's bank of 100 and twenty questions on that half term's topic which will be known in advance.
- A reading and writing paper. This will be assessed for content and accuracy.
- A speaking and listening component. This will be assessed for content and accuracy.

Similarly, at the end of the year pupils will sit extended versions of these two tests based on the entire year's work.

Possible Year Seven Curriculum

1. Personal Life
2. Food and Drink
3. Geography and Place
4. Hobbies and Pastimes
5. Shopping and Cooking
6. House and Home

Music

Music will be allocated two lessons per week at the Michaela Community School but in addition, there will be orchestra and/or choir lessons in our extended day. Pupils will work individually, in groups and as a class, performing, composing, listening and appraising in order to extend their musical experience and knowledge of the history of music. They will develop an appreciation of the richness of our diverse cultural heritage, including the European 'classical' tradition, folk and popular music, a variety of cultures, well-known composers and performers. There will be peripatetic music teachers visiting every week to give tuition in a variety of different instruments, to train students for the orchestra, choir and ensemble groups.

Art

Art will be given a high profile at the Michaela Community School in that it will be allocated 2 lessons every week. Pupils will be encouraged to develop their creative, imaginative and practical skills through a balanced programme of art, craft and design activities. They will learn how meaning is communicated in images and artifacts. They will be introduced to a wide range of works of art to extend their knowledge and experience and to appreciate the variety and richness of our cultural heritage. They will also be exposed to some art history. Pupils will have an annual art exhibition in the summer term.

Physical Education

Sport will always have a competitive element to it to encourage the pupils to be competitive in the more academic subjects and in life. They will have Games once a week where pupils will learn the importance of teamwork and sportsmanship. They will learn to help and support each other while at the same time pursuing a goal and achieving it. Those pupils who are unable to follow the code of conduct around the school will not be allowed to participate in sports activities.

Pupils with low attainment

Different natural aptitudes for educational attainment, including Gifted and Talented and Special Educational Needs will be addressed by differentiation in lessons, streaming in tutor group and all subjects, extra support and extension in our extended day, and the Senco establishing specific support strategies. Those with emotional and behavioural difficulties will benefit greatly from our zero-tolerance policy and from the limited choice available at GCSE/IGCSE. We will have a referral centre with a behaviour therapist who will help to support pupils who find it difficult to keep their behaviour within expected boundaries.

Those who are struggling academically, and whose English and Maths is still lagging despite the extra support in the extended day, will be withdrawn from Modern Languages in order to do extra English and Maths. We expect this to be a very small number of pupils, no more than 2-5%. Those who require even more support than this will be withdrawn from Music and Art lessons too.

We have a number of specific strategies for dealing with pupils with exceptionally poor literacy and numeracy. By exceptionally poor literacy and numeracy, we mean those pupils with reading ages of 7 or below, or with national curriculum levels of 2 or below. We do not expect this to be more than 2-5% of pupils. Our strategies will be based on the concept of overlearning – repeatedly teaching the basic, fundamental building blocks of literacy and numeracy so that even pupils with poor working memory can commit these important fundamentals to their long-term memory.

Most pupils with exceptionally low reading ages tend to struggle with the decoding of words. We will address this problem using the successful strategies developed by the Promethean Trust's Sound Foundation programme, which has had great success with all pupils, including those with SEN and severe dyslexia. The best way of teaching synthetic phonics is through short, frequent lessons that allow pupils to overlearn the letters of the alphabet and the sounds they make. Given this, we will ensure that all pupils who need it will get some phonics practice every day, sometimes twice a day. We will follow a similar process with numeracy, ensuring that basic calculations are thoroughly committed to long-term memory and that pupils engage with numbers and calculations on a daily basis. This will be managed by withdrawing students from their Modern Languages lessons and devoting time in the extended day to such practice. If necessary we will withdraw pupils from Music and Art as well.

The Sound Foundation programme also found that their techniques were so straightforward that they could be used by parents and carers as well as teachers. We will explain the nature of the literacy and numeracy programmes and encourage parents to practice them with their children at home, thus ensuring they have the maximum opportunity to overlearn the important basic concepts. This also fits in well with the Michaela Community School's policy of parental and community engagement.

We would expect these strategies to ensure that pupils with exceptionally low attainment on starting the school make up a significant difference in their first year, and are then able to attend all mainstream lessons.

Our strategy for dealing with pupils with below average, but not exceptionally below average, attainment, will be the streaming discussed above. This will allow all pupils to study the same curriculum at Key Stage Three, but for different sets to study at their own pace. Pupils who find the pace of the bottom set too fast for them will be supported by an intervention programme. At Key Stage Four, all pupils will study English and Maths and most will study the English Baccalaureate GCSE/IGCSE subjects. A small minority of low attainers will study BTecs. We are totally committed to ensuring that all pupils reach their potential, whatever their ability.

Disabled pupils and SEN with and without statements

The Michaela School will be fully inclusive. It will meet the learning needs of all individuals, recognising Special Educational Needs [SEN] across the ability range and enabling each pupil to maximise his or her potential. It will have full regard to all statutory guidance on SEN inclusion and the MCS's independent status will not affect the rights of parents and carers to appeal to the SEN and Disability Tribunal.

A key early appointment to the School will be that of an experienced Special Educational Needs Co-ordinator (SENCO). The SENCO, working closely with the Headteacher, will draft a detailed SEN policy covering areas such as the day-to-day management of SEN, the school's SEN register, the tracking of progress of pupils with SEN, liaison with parents and carers, liaison with external agencies, liaison with academic staff and the management of SEN support staff.

The parents' distinctive knowledge and understanding of their own child inevitably will support and inform the type and appropriateness of intervention. We see the very special supportive role of the parent as crucial in the whole process. Regular reviews of the pupil's progress will enable the school and the parent to make decisions about the effectiveness of the support and provision. The pupil will also be involved in any decision making about their progress and support.

The most effective learning for pupils with special educational needs comes from streaming and within that, a differentiated curriculum accessible to the individual needs of the pupils, including a range of teaching styles, appropriate grouping, specialist support, clear monitoring and formative and summative assessment. It is essential that all assessment informs planning and intervention. SEN pupils who struggle with literacy and numeracy will benefit from the separate, dedicated programmes for low attainers that we have outlined above. We will strive to meet pupils' needs within the classroom, but we also recognize that there are times when other support, resources and spaces are necessary, particularly when pupils have exceptionally low literacy and numeracy.

We will aim to provide the additional resourcing required to support the school based provision at School Action and to finance any additional support that may be needed from outside agencies at School Action Plus and for Statemented Pupils. The responsibility for School Action and School Action Plus referrals fall to the SENCO. They will keep a register of pupils receiving support and in collaboration with subject teachers and the pastoral team will monitor the pupil's progress. This is in collaboration with the pupil, subject teachers, parents, relevant external agencies and the Heads of year. Progress will be reviewed at least twice a year and decisions will be made whether, for example to continue to provide support at School Action, move to School Action Plus or remove from the register. Statemented Pupils are also the responsibility of the SENCO, working in collaboration with the Learning Support teachers, relevant external agencies, the pupil, the pupil's teachers, parents and Heads of year. The pupil's progress is reviewed termly by the SENCO who, in collaboration with teachers and tutor, will set new targets for the following term. Each year there will be a review of provision for that pupil and a decision made whether to maintain the support or review the statement.

All children attending the Michaela Community School with Special Needs, whether intellectual (including Gifted and Talented), physical, sensory, emotional or social, will receive appropriate educational provision and additional support to enable them to develop their potential to the full. The Special Needs of each child will be identified prior to entry, recorded on the School's SEN register and regularly reviewed. Individual targets will be set, progress carefully monitored and, where progress is inadequate, intervention speedily put in place. Effective liaison and good communication between the MCS and key support agencies such as the Educational Psychology Service, Education Welfare, Social Services and Connexions will ensure that the most complex needs are fully met and that all pupils are able to reach their full potential. The school will adhere to the standard SEN obligations to be contained within its Funding Agreement and will comply with all guidance and best practice on SEN as it applies to free schools.

Gifted and Talented

The Michaela Community School wants all of its pupils to maximize their potential - intellectual, physical, aesthetic, creative, emotional, spiritual and social. Ability alone does not guarantee success and we will ensure that our brightest are pushed to their limit. 'Gifted' pupils are those who demonstrate a significantly higher level of academic ability than most pupils of the same age, background and experience in one or more curriculum areas. 'Talented' are those pupils who possess an exceptional talent or in a curriculum area such as music, art or sport or a less easily quantifiable talent such as leadership, creativity or social maturity. The more able pupil already demonstrates the skills of a successful learner. They:

- can understand instructions and apply them
- have good recall
- can ask appropriate questions
- can communicate appropriately in both written and oral language
- have a sound basis in numeracy skills
- can work independently

In addition they demonstrate other developing skills. They:

- can understand concepts
- can apply knowledge gained in one situation to other situations
- can ask more challenging (sometimes difficult or irritating!) questions
- can research and organise evidence and draw conclusions
- can think more laterally or originally
- can enjoy being challenged
- have and continues to develop, a more extended vocabulary
- can reflect, interpret and formulate
- have a high level of practical skills
- can empathise

Identification of gifted and talented pupils:

Pupils are identified through assessment and professional judgement. This is carried out through:

- analysis of information from primary schools
- of baseline data (SATs, CATs, Reading tests)
- observation of performance
- on-going assessment
- monitoring rate of progress, potential to excel
- discussion with Pupils, teacher and parents
- subject specific criteria

Departments will incorporate a variety of approaches in supporting gifted and talented pupils. These will include:

- providing a sufficiently challenging, well differentiated curriculum that offers a range of opportunities for more able and talented pupils.
- a variety of whole school opportunities including:
- enrichment activities
- curricular projects, workshops
- mentoring
- withdrawal groups
- use of outside agencies, visits, speakers
- varied and flexible pupil groupings
- organising their own work
- carrying out unaided tasks
- making choices about their work
-

- developing the ability to evaluate their work
- recognising achievement
- using a variety of teaching and learning styles

A member of the senior team will be responsible for:

- supporting staff in their identification of/provision for gifted and talented pupils
- revising the gifted and talented policy
- collating information and reviewing the gifted and talented cohort
- monitoring and evaluating the progress of gifted and talented cohort
- liaising with other schools regarding best practice
- working with departmental co-ordinators, offering resources and training as appropriate
- reporting to the Governing Body
- communicating with parents

Subject Leaders will be responsible for:

- ensuring that policies, schemes of work and resources provide for the needs of gifted and talented pupils
- identifying Pupils who meet subject specific criteria
- ensuring teachers have registers to recognise who has been identified
- ensuring that enrichment/extension material is being used by subject teachers

Teachers are responsible for:

- providing a suitably differentiated curriculum that enables all pupils to
- experience challenge in their specified subject
- providing lessons which stimulate, interest, challenge, inform, excite and invite active participation and dialogue
- identifying pupils who are especially talented and informing Subject leaders

EAL

Our EAL policy has been developed in line with good practice published by the National Association of Language Development in the Curriculum, Ofsted and the QCDA.

EAL students will be assessed in the same way as other pupils, using the CATs verbal reasoning tests and the York Assessment of Reading for Comprehension. This is in line with the advice given by the QCA that a common scale for pupil assessment is best. Those pupils with a reading age of below 6 or a national curriculum level of below 1 (typically new EAL learners) will be removed from the mainstream curriculum for a one week intensive programme that will equip them with some of the basics. This programme will be run by the SENCO or a teaching assistant and will have a small pupil-teacher ratio. However, after this, these pupils will attend most mainstream lessons so that they can develop their English through immersion. One of the most important factors in the successful learning of English through immersion in the classroom is the existence of a safe, secure and orderly environment. The Michaela Community School's focus on exceptionally high standards of behaviour will therefore be of particular benefit to new EAL learners, as it will allow them to feel confident in trying out their language and not to be afraid of making mistakes. EAL learners will be celebrated in the school for their language ability.

New EAL learners will attend most mainstream lessons, but they will be withdrawn from foreign language lessons for more small-group English lessons directed by a teaching assistant. Should it be deemed necessary, then they could also be withdrawn from some other lessons. These lessons will provide them with the linguistic and grammatical structures that are not developed by immersion, and with the models of academic thought and language necessary for academic achievement. Together, two approaches of immersion and structured language teaching should ensure pupils quickly reach a level of proficiency in English that means they can access all lessons – typically, this would be national curriculum level 3 or reading age of at least 9.

Once these pupils reach this stage, they will be classed with other more advanced EAL learners and attend the mainstream curriculum. For more advanced EAL learners, typically one of the main weaknesses is a mismatch between oral and written skills, and a weaker, less developed vocabulary. Teachers will be aware of this, and will monitor it. The Michaela Community School's focus on knowledge will be of particular benefit for these pupils as it will explicitly teach the sort of contextual knowledge that is essential for good literacy skills, and which is frequently taken for granted. If it is deemed necessary, these pupils will have further specialist literacy teaching in the Extended Day, and will assigned extra homework that addresses mistakes that are typical of learners from their language, and that bridges the vocabulary gap.

QCDA, A language in common: assessing English as an additional language, 2000.

DfES, Pupils learning English as an additional language, 2006.

NALDIC, Developing a Bilingual Pedagogy for UK schools NALDIC working paper 9, 2009.

Ofsted, More advanced learners of English as an additional language in secondary schools and colleges, 2003.

Organisation of learning

The Michaela Community School will be a 4-form entry, 11-18 secondary school in the London Borough of Lambeth. It will be a secular school with a comprehensive, co-educational intake. It will increase the choices available to local parents by offering a knowledge rich, academically rigorous education to children from all parts of the community, regardless of income, ability or faith.

The terms and year will follow the usual provision: 185 days in three terms, divided by a two week Christmas and Easter break, and containing half term week-long holidays, with a six-week long summer and will agree with those of the local authority. There will be a two-week summer school for pupils who have not made enough progress over the year, judged by their performance in end of year examinations.

There will be six 50-minute lessons each day. The rationale for this length is that it provides enough time for serious, in-depth learning to take place in each lesson, but not so long as to lead to flagging concentration. Having six 50-minute lessons a week also has the advantage of meaning there are 30 lessons a week, which provides more flexibility and options than having 25 lessons or fewer. On Mondays to Thursdays, there will be two 50-minute lessons as part of the extended day. These extended-day lessons will include Physical Education, Oxbridge preparation (in year 7 this is more of a debating club), homework club, Latin, Mandarin, fun Maths, book of the week, media and culture analysis, STEM – visiting professionals, orchestra/choir, drama, youth enterprise, financial literacy, world affairs, and life skills. These lessons will be delivered by a wide variety of both internal and external experts or practitioners. While learning will be taken seriously after 3 p.m., the types of subjects available on a rota during the extended day will address some of the specific issues that hold our children back in the world. Extended-day subjects will be organised in option blocks so pupils can therefore choose according to their needs. All children will take part in Homework Club and physical education, and will be able to choose their other activities. The rationale behind the extended day is to increase the amount of time that is spent by pupils doing meaningful activities in a school environment. The extended day is compulsory. The total school day will be seven hours long. Added up over five years, this extra time compared to the normal amount spent in school will give our pupils the opportunity to achieve more than their peers.

Homework Club exists to ensure that all homework is complete and that relationships between families and the school are given full support. This will also help pupils who have difficulty finding a quiet space at home in which to work. Media and Culture Analysis is a specifically tailored programme for pupils who are easily seduced by the lifestyles they see on television – held by rap artists and famous footballers. This programme will help to set to visions elsewhere. Financial literacy and world affairs are an example of the types of innovative lessons in our extended day which are plugging the gap in the soft skills and knowledge that sometimes inner-city children miss out on.

We will have lunchtime and breakfast clubs as well. Chess might be one and so will a Languages fun club. Breakfast club will include breakfast and will give those pupils who are not able to eat at home, the opportunity to eat breakfast at school. As school will finish at 5pm, the only extra curricular time we will have is on a Friday after school, where extra sport will be provided as an extra-curricular activity through using the facilities that SAZ has on offer. If pupils wish to stay on after 5pm on any given day, they will be able to make use of these same facilities through SAZ.

Assemblies

Assemblies will take place once a week, having outside speakers, and being taken by the children themselves. The aim of our assemblies is to promote the spiritual, moral, cultural and mental development of our pupils. We will explore the values which are common to Christianity and to the other faiths and beliefs in the school. Assemblies will allow us the opportunity to make children aware of the festivals of various faiths and cultures and to stimulate questions about their meaning. We will use assemblies at appropriate times to experience collectively the unity from sharing celebration, joy, grief, and compassion. They will promote the celebration of achievement, and recognition. We will use them to teach tolerance, politeness and they provide an opportunity to constantly reinforce the school's rules and aims.

Measuring success

We will measure the success of staff and the school with a number of statistical indicators. The main success indicator will be the percentage of pupils achieving the English Baccalaureate. We would hope for this to be above 75% for our first cohort. We would expect all pupils to achieve at least a C-grade in English and Maths, and all pupils to achieve 5 GCSE equivalents. So for those pupils who do not get the Ebac, we would judge their success on whether they managed to get 5 GCSEs (including equivalents), including English and Maths. For those few who would not be in line to get 5 GCSEs including English and Maths, we will judge their success on whether they get their GCSEs in English and Maths alone.

As well as these absolute targets, we also think that it is important to measure how much progress pupils have made across their time at Michaela Community School, to ensure that all pupils are fulfilling their potential. Therefore we will expect that nationally, we will be in the top 5% for our contextual value-added score.

We will also measure the number of pupils going to university, going to Russell Group universities, and going to Oxbridge. We are reluctant to set targets at this stage because of the changing nature of higher education. The existence of high fees is encouraging many students to enter the workforce straight away, and a number of organisations are offering internships and apprenticeships for school-leavers which are just as valuable as university degrees, if not more so. This situation is changing rapidly and it hard to predict what it will be like in seven years' time when our first cohort will be filling in their UCAS forms. We would not want to restrict our pupils' choices because of an arbitrary target we have created now.

Certainly, we would expect that given our academic focus, a significant proportion of our students will go on to study at elite universities that are ranked nationally in the top 10 or 15 for the subjects they choose to study. We will consider setting targets nearer the time. In the longer term we would want to log the destinations of all of our leavers to see how many of them go on to secure and fulfilling careers.

- We would expect that none of our pupils would leave school and go on to become NEETs – not in education, employment or training.
- We will minimise the number of pupils who are permanently excluded by enforcing our zero-tolerance ethos and by nipping problems in the bud earlier on.
- We will maximise attendance. We will expect our attendance to be over 96%, and we will expect our unauthorised absence rate to be close to zero.
- We will record the feedback we get from the pupil voice and set targets for the implementation of some of their recommendations. In the internal newsletter we will publish the action we have taken in response to suggestions from pupils.
- We will regularly survey parents and the local community to get their views on the school and its development. Again, we will publish the responses we get and the action we have taken in response.

Organisation of pupils

Pupils will be in year groups and streamed tutor groups. Before they start in year 7, pupils will sit a CATS test. Based on this CATS test, they will be split into four sets. These sets will form their tutor group and all of their teaching groups. The reason for streaming pupils in their tutor groups is so that their form tutor can easily and effectively monitor the performance of all the pupils in their form. In effect, the form tutor will be a kind of 'account manager', ensuring that all pupils work hard and behave well in every lesson, every day. The form tutor will be able to form close bonds with every pupil and their parents and will be the first point of contact for parents. The form tutor will follow their tutor group up through the years until the child leaves the school. This will provide continuity for the child and will help to support our ethos on building a very tight relationship with parents.

Form tutors will see their pupils at the start of every school day, and at the end of formal lessons. This will give them the opportunity to reinforce expectations, to ensure they have been met, and to deal with any misdemeanours. The form period in the morning will also give tutors the chance to lead the class in a daily collective act of worship, as required by law.

In the 2nd year of the school's existence, there will be Heads of Year who will offer support to form tutors and those pupils who have the greatest need, and who will take the lead on the specific pastoral and academic challenges for each year group.

Pupils will not be set in their extended day lessons. These lessons will enable them to form friendships across the year group.

At Key Stage Four, pupils will be set by ability in the core subjects, and grouped by their option choices in the option subjects.

There will be one whole school assembly per week where the values and ethos of the school will be reinforced. Sometimes, pupils will take assemblies themselves, organised by their tutors.

There will be approximately thirty pupils in each tutor group, and in all lessons. This is larger than in many schools, but there is no evidence from any large scale trial that smaller pupil-teacher ratios improve pupil learning. The decisive factor is not class size but quality of teaching. Given this, we feel our resources will be better deployed attracting high-quality teaching than reducing class sizes.

Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Mathematics	English	Geography	French	Geography
Lesson 2	Science	Mathematics	English	Religious Studies	English
Break	Break	Break	Break	Break	Break
Lesson 3	English	Science	Mathematics	History	Art
Lesson 4	French	English	Science	Mathematics	Art
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Lesson 5	History	Music	History	Science	Mathematics
Lesson 6	Mathematics	Music	French	English	Science
Afternoon Registration	Afternoon Registration	Afternoon Registration	Afternoon Registration	Afternoon Registration	Afternoon Registration
Extended 1	Prep	Prep	Sports	Prep	
Extended 2	Extension	Extension	Sports	Extension	

Sample Year 10 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	English	Mathematics	Humanities	English	Mathematics
Lesson 2	Science	Languages	Languages	Humanities	Option 1
Break	Break	Break	Break	Break	Break
Lesson 3	Mathematics	English	Science	Option 1	Option 2
Lesson 4	Languages	English	Mathematics	Option 2	Science
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Lesson 5	Humanities	Option 2	Option 1	Mathematics	English
Lesson 6	Mathematics	Science	English	Science	Science
Afternoon Registration	Afternoon Registration	Afternoon Registration	Afternoon Registration	Afternoon Registration	Afternoon Registration
Extended 1	Sport	Prep	Prep	Prep	
Extended 2	Sport	Extension	Extension	Extension	

Pupil development and achievement

Pupils

Pupils are responsible both for their own individual success and for the success of the whole school. To help encourage their own academic success, we will have an ethos of competition in the schools, supported by benchmarking. We believe children have a right to know where they stand in relationship to their peers. We believe in benchmarking children and giving them clear guidelines on how they can climb that ladder to success. We will benchmark children in two ways. Firstly, whenever a test is done in class, pupils will know where they came amongst the pupils in their class. Secondly, at the end of every half term, we will rank all pupils in each year group according to their work ethic and attitude. We will publish the top half of pupils on this list and reward them at a whole-school assembly.

Pupils will sit frequent in-class tests, and at the end of each half-term teachers will meet and use the data from these tests to discuss any pupils who are falling behind. At the end of each year, pupils will have a week of examinations in every subject, based on all the work they have done across the year. Pupils who do not meet a certain standard in these tests will attend a two-week summer school so that they can meet that standard.

Pupils are also responsible for the whole school and its reputation. For this reason, children will take lessons in civic responsibility in our extended day. They will also have regular assemblies on the smaller details around behaviour, how to be polite, how to be selfless, how to always put yourself last. Such attitudes will be supported by a rigorous praise and punishment system to ensure children are always doing the right thing.

At The Michaela Community School, pupils will be active participants in the whole community. They will know how lucky they are, and will be encouraged to think about those outside who are less fortunate. We will have links with schools in other countries, where life is more difficult, where, for instance, children may have to walk several miles just to get to school. We want our pupils to be compassionate, considerate and kind, always looking after those who haven't been given the same opportunities.

Assemblies will often focus on encouraging pupils to widen their horizons. We will have visiting speakers to help spark a sense of obligation in pupils towards their classmates and children elsewhere. Pupils will also actively participate in raising money for charity.

At The Michaela Community School, we believe wholeheartedly in building lasting relationships with our pupils, and we hope when they have left us after the 6th Form that they will return to visit, to give assemblies, and to discuss ideas about how we can further improve education at the school.

'Pupil perspective' is vital and we embrace it. Pupil voice will play an important role at The Michaela Community School. Tutor reps will lead their tutor groups and give a voice to their classmates to make up the school council. There will also be a Junior Leadership Team that will lead the student body in many areas. The Junior Leadership Team will be led by a Junior Head who will run their weekly team meetings. Assemblies will sometimes be taken by The Junior Leadership Team, and each member will hold various responsibilities. Positions on the team will be sought through a rigorous application and interview process.

The aim of School Council and the Junior Leadership team is to ensure that all children are able to have a voice in creating a successful and caring community within the school. In having a voice, they also have responsibility. Elected and successful members of both committees will be able to develop their self-confidence, communication and presentation skills and diplomacy skills. It will be their role to instill a sense of responsibility in all of the pupils. The committees will provide a forum for pupils to discuss a wide range of issues of concern, including the curriculum, discipline procedures, the envi-

ronment and resource allocation. Pupils will be able to develop and run extra-curricular activities as well as some of the activities in the extended day. Pupils on these committees will assist to create an environment which promotes competition, civic engagement, mutual respect, kindness and concern as well as a sense of ownership both of the school building and its reputation. They will be role models to the other pupils.

Safeguarding

MCS will be committed to providing a safe and secure environment, promoting a climate where children and adults will feel confident about sharing any concerns that they may have about their own safety or the well-being of others- both within and outside of school.

Our objective will be to help keep our pupils safe by:

- Providing a safe environment in which they can thrive and achieve in school
- Identifying those pupils who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at school
- Supporting pupils in accordance with their statutory Child Protection Plan
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work in the school.

All adults (including visiting staff, volunteers and students on placement) will be required to report instances of actual or suspected child abuse or neglect to the Designated Senior Teacher with responsibility for Safeguarding. The Safeguarding Officer will be the focus person and local 'expert' for school staff, and others, who have concerns about an individual pupil's safety or well-being and will be the first point of contact for external agencies that are pursuing Safeguarding investigations. Where it is suspected that a child may be at risk of significant harm, nothing will be said to the child's family without the approval of the Safeguarding Officer. The involvement of the family will depend upon any joint professional decision made. These decisions will usually be made at a Strategy Meeting which will involve external agencies e.g. the police and the referrer if the referrer is a professional.

Brief and accurate written notes will be kept of all incidents or Safeguarding concerns relating to individual pupils. Safeguarding records will not be available to pupils or families. Only one set of Safeguarding records will be kept by the Safeguarding Officer, separately from educational records and will only be accessed by the Principal or the Safeguarding Officer.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a pupil, this will be appropriately recorded and reported to the Principal and families.

Staff

There will be opportunities for professional development for all staff through internal and external training. Staff will be held to account for their specific roles.

Form tutors will be accountable for the behaviour and attendance of their form group. They will be in regular contact with families, keeping them informed of their child's progress. Year heads will monitor the work of the form tutors. In the first year, this will be done by the deputy and the assistant head. The senior team are responsible for the attendance and behaviour of the whole school and will be held to account the governing body.

Teachers will be responsible for the academic success of the school and of their classes. However, we want to be very careful about holding them accountable for their success of individual pupils. One of the distinctive aspects of the Michaela School Community is its emphasis on individual responsibility. We do not want to compromise pupils' sense of responsibility by setting teachers targets that suggest the performance of individual pupils is entirely their responsibility. Instead, we will assess each class and each individual on a case by case basis, coming up with targets that are realistic and ambitious. We will also set up a three strike system for year 11 pupils whose work ethic is falling short. If a class teacher thinks a pupils' work ethic is not good enough, they will report it to senior management. After three substantiated cases of this, that pupil will be removed from the teachers' GCSE target. This will provide an effective balance between pupil and teacher responsibility. Teachers are responsible for creating a classroom atmosphere which allows effective learning to happen. Pupils are responsible for putting in the hours – in the classroom, and at home. For teachers, lessons will require knowledge of the pupils and their needs, appropriate materials and resources, clear aims and routines that should mirror those of the whole school. Teachers will be expected to assess learning in lessons, involve and challenge pupils, encourage, praise and discipline pupils, promote whole school discipline objectives, and mark pupils' work.

Subject leaders will meet regularly and will be responsible for the overall academic achievement of pupils in their subject. They will conduct an annual review with their department and discuss this with the Head and their eventual line manager. The review will be in the context of the whole school plan, its policies and practices. Outcomes of the review will inform the department's targets for action in the plan. The main issues to keep under review include:

Teaching and learning - monitoring and evaluation

- test and examination preparation, entries, the analysis of results, levels of achievement, added value
- quality of teaching/observation regular review of work samples
- differentiation
- grouping
- enrichment/extension/extra-curricular

The organisation of the department

- staffing
- the responsibilities shared/delegated within the department
- the arrangements for meetings/workshops, agendas, minutes
- check of resources, stock and equipment, including suitability, value for money, of new acquisitions

The department handbook

- schemes of work and lesson planning
- department policies
- assessment, marking and record-keeping
- homework setting, marking and monitoring
- support work for the most and least able

Future planning

- evaluation of strengths and weaknesses
- current targets - evaluation
- support needs from senior staff
- department expectations

Subject leaders will write a report to the governors and present it at least once per year. This will involve speaking about specific achievements and targets for the department.

Leadership team

The Head will be responsible for the whole school leadership, management, attendance, pupil progress and results, behaviour, and ethos. The Head will write a report to the governors once per term, updating on successes and areas for improvement.

The Head will line manage the senior team, setting them whole school targets for the year. Deputy and assistant head objectives will relate to pupil progress and school leadership and management. These will be visited regularly, to ensure that they are met.

Support staff

Support staff will be line managed by the Bursar and will be held to account by our performance management system (used for all members of staff) for their individual roles.

Performance Management is a process to support the development of all staff to improve teaching, to raise standards and to ensure that the Michaela Community School is the best that it can be. The Annual Performance Management Cycle will establish that staff are meeting expectations in respect of the discharge of their responsibilities as defined by the appropriate job description. It will involve a three-stage annual review process.

Stage 1 – Planning

Members of staff will discuss and agree at least three objectives with their line manager who will record these on a planning record. Teacher objectives for instance, will cover pupil progress as well as ways of developing and improving the teacher's professional practice. Those with management responsibilities will have one or more objectives set related to those responsibilities. The line manager will record the objectives, with an appropriate timescale for each, which will apply for the review period. These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the member of staff may add comments to the written record of objectives.

Stage 2 - Monitoring Progress

The line manager will follow the Michaela Community School's Performance document to make an informed judgement.

Stage 3- Reviewing Performance

There will be an annual review meeting between the member of staff and the line manager which will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, development plan and professional development policy, and the support to be provided. A written review statement will be prepared by the line manager at the review meeting recording the main points made and the conclusions reached, including any identified development needs on a separate annex. If it is not possible to complete the statement at the meeting it must be prepared by the line manager within 10 working days of the meeting. The teacher will be provided with a copy and may, within 10 working days of first having access to the copy, add to its comments in writing. There will only be two copies of the review statement – one held by the member of staff and another by the head on a central file, to which the line manager or governors responsible for making decisions regarding pay could request access. All review statements will be kept on the central file for at least three years. The training and development needs from the review statement will be given by the head teacher to the person responsible for training and development.

Managing Weak Performance

The Performance Management process may identify serious deficiencies in a member of staff's performance. Where this occurs Performance Management will cease and the capability procedure agreed in the Michaela Community School contract will be used following consultation with the appropriate line manager.

Families

Parents are also responsible for their child's individual success as well as the whole school's reputation. This will be discussed at the initial meeting before their child begins at the school. At this meeting, a home/school agreement which will be signed by the tutor, the child and the parent. While the school has responsibilities to uphold so do both the child and the parent and these will be discussed and agreed to at the meeting where this agreement will be signed. At this time, the child's diary will also be discussed, on how it is a useful tool to support communication between families and the school.

There will be a PTA - Parents Teachers Association which will require an active involvement from the parent body. It will foster relations between children, staff and parents. It will help to organise educational and social events for the school. It may also help to set up fundraising events. There will be an election for places on the PTA every year, should there be more interested parents than there are places.

There will be two parent meetings in the first year and parents will be required to attend. This is to ensure that parents are kept fully informed of their child's progress. At these meetings, parents will be able to speak to their child's tutor, head of year, and teachers. Pupils are also expected to attend. Meetings will be timed at important and crucial assessment times of the year. These meetings will provide an opportunity to catch pupils who are falling behind and put into place a serious system of support.

Parents will be held to account for their child's participation in the school and asked to visit the school to discuss their child's progress if the child is deemed to not be making enough of an effort, either academically or socially. Parents will then be asked to follow a rigorous system of support at home to get their child back on track.

Parents will be invited to hold the school to account and to engage with the school productively to improve outcomes for the pupils. There will be a suggestion box in the foyer for visitors and parents to make suggestions. There will also be a 'You asked, We did' board to demonstrate how we have engaged with these suggestions. There will be a yearly barbecue for parents and families to attend where governors will play an active role in getting to know the families of the children at the school.

Behaviour and Attendance

We are involved in the pursuit of excellence, so our expectations will be very high, and we will communicate this clearly. We will issue all pupils and their parents with a copy of the school's behaviour policy so that they will be aware of the ethos of the school and its requirements from the start. Parents and pupils will be required to sign a contract at the start of the year. There will be an expectation from the school that parents involve themselves in their child's learning and progress.

This will be promoted by effective home-school communication. We will introduce IT systems that allow parents to track their pupils' attendance and behaviour, and we will put in place a regular programme of parents' evenings.

Pupils who fail to meet the school's expectations will be subject to a sliding scale of sanctions. For a first infraction, pupils will have a twenty minute detention in their break-time at the end of the formal school day. For further infractions, pupils will have longer detentions at lunch and after school, moving eventually to a Saturday morning detention. For persistent breaches of the school's code, pupils will be placed in an on-site pupil referral unit.

It is our aim to achieve excellent attendance and punctuality from all our Pupils. Evidence is clear that both persistent and occasional non-attendeers are particularly at risk of educational failure and, as a direct result, of failing to fulfil their potential in adult life. Regular attendance is a high priority for the Michaela Community School.

The way in which registration will be conducted by tutors - the degree of formality involved, and the extent to which it is seen as part of the school's pastoral and tutorial programme – will not only encourage the maintenance of an accurate attendance record but will help to foster good attendance among our pupils. There will also be competitions between tutor groups for the best attendance. Regular spot checks on attendance will be carried out. School attendance figures, broken down by year and tutor group, will be circulated weekly. Tutor groups will maintain a graph of attendance in tutor rooms, and a termly Attendance Report will be produced with rewards for the winners.

We will also view lateness very seriously. As well as being unsatisfactory and disruptive in itself, lateness may, if it is not discouraged, lead eventually to absenteeism. We will ensure that both parents and pupils not only know, but through our practice and regular meetings with families, understand that we insist on good punctuality and attendance.

Parents will be required to let the school know on the first morning of absence and send a confirming note on the child's return. The school will then decide whether or not to authorise this absence. Just because the school has been informed of the reason for the absence, does not mean it will be authorised. Holidays in term time will be very strongly discouraged. Parents will have to contact the Head Teacher in writing for authorisation, which may only be authorised in special circumstances.

Children who arrive late to school and to lessons will be reprimanded and punished through a rigorous sanctions system. All teaching staff will record attendance to individual lessons and will report lateness and unexplained absences to the form tutor. It is the form tutor's responsibility to follow up lateness or non-attendance, referring to the Head of Year as appropriate. Heads of Year will refer difficult cases to our behaviour therapist.

The MCS Behaviour Policy will apply at all times: in school, on a school trip, travelling to and from school and at any time when in a public space, whether in uniform or not. All pupils must abide by the code of conduct and all adults both teaching and non-teaching staff must consistently implement the MCS Behaviour Policy. Where appropriate, pupils in leadership positions will also be required to implement the policy.

The first line of discipline will always be the classroom teacher. Incidents that occur out of lessons will be initially the responsibility of the member of staff who intervenes or the tutor, head of year, or member of the senior team, depending on the seriousness of the incident.

The teacher will employ a range of strategies which reinforce the school rules and procedures and use rewards and sanctions consistently to support appropriate behaviour in the classroom. Pupils should be given a controlled way out of inappropriate behaviour and be told which rule they have broken so that they can take responsibility for their behaviour and understand what the consequences will be if they continue to choose to behave in this way.

Where a pupil is identified as having problems in several subject areas, the Head of Department will co-ordinate a cross-curricular approach in supporting the pupil in conjunction with the tutor, Senco, mentor, etc. A meeting with families and the 'reporting system' are some of the strategies that may be considered. If pupils present long term difficulties for staff then outside agencies will be called in to support the pupil's needs.

There will be a consistent approach to the following up, recording and informing. Department Heads of incidents. We will use a behaviour recording system like Sleuth or Sims. Incidents will be referred on to heads of year, and senior team accordingly. The incident may then result in the pupil being placed in the Referral Centre or in being temporarily excluded from school.

EXAMPLES OF UNACCEPTABLE BEHAVIOUR (in no particular order)

1. Taking food and drink out of the canteen
2. Leaving trays on the canteen tables
3. Not following instructions first time/disrupting learning
4. Violation of school rules or rudeness
5. Persistently wearing uniform inappropriately
6. Violent /aggressive/ threatening behaviour
7. Abusive language including racist, sexist, homophobic comments
8. Truancing lessons or school
9. Anti social behaviour e.g. spitting, graffiti, vandalism, swearing
10. Bringing in dangerous items e.g. laser pens, fireworks
11. Letting off stink bombs
12. Letting off fire alarms
13. Bullying
14. Sexual harassment
15. Fighting
16. Theft
17. Substance misuse /possession
18. Carrying or using a weapon

POSSIBLE SANCTIONS INCLUDE (in order of seriousness):

1. A caution/warning
2. Detention
3. Community service
4. Payment for damage/repairs as a result of an act of vandalism or dangerous behaviour
5. Letter or phone call home
6. Privilege taken away e.g. banned from a visit, a team, club, tuck shop, internet etc
7. Saturday detention
8. Placed 'On Report'
9. Meeting with the family
10. Internal exclusion in the Referral Centre
11. Fixed term exclusion
12. Meeting with the Principal or a Governor
13. Permanent exclusion

The MCS will have a reward system, resulting in certificates and small prizes. Tutor groups will be encouraged to compete with each other to be 'the best tutor group'. Teachers and tutors will use the same behaviour system to track rewards.

Training for staff with regard to behaviour management in the classroom and implementation of the MCS behaviour policy will be provided on INSET days and at after school sessions, where necessary. Stronger staff will be used to support weaker staff and members of senior team will support everyone. Governors will visit the school regularly and will be used as 'testers' to see if pupils are able to behave in the expected way with visitors. Parents will be regularly informed of their child's behaviour progress via the tutor and via their diaries that must be signed weekly.

The Junior Leadership Team and eventually the School Council will be able to feedback on what works and what does not work in the behaviour system. These pupils with leadership responsibilities will have clear roles to help define the policies and also to implement them.

Community Engagement

At The Michaela Community School, pupils will be active participants in the whole community. They will know how lucky they are, and will be encouraged to think about those outside who are less fortunate. We will put in place links with schools in other countries, where life is more difficult, where, for instance, children may have to walk several miles just to get to school. We want our pupils to be compassionate, considerate and kind, always looking after those who haven't been given the same opportunities. Assemblies will often focus on encouraging pupils to widen their horizons. We will have visiting speakers to help spark a sense of obligation in pupils towards their classmates and children elsewhere.

We will also focus on the school and pupil's relationships with the local community in accordance with the Equality Act 2010. Children who take part in our Civic Engagement lessons in the extended day will adopt their own local charity and throughout the year they will actively participate in raising money for it.

Fundraising events will be organized by the PTA and with consultation with parents, we may decide to have a non-parent member of the community on board. Through the PTA, the community will have various events which will require their participation. The PTA will also invite members of the community to give assembly at the school.

A termly school magazine, written by the pupils will be available to the community and placed in local shops.

At The Michaela Community School, we believe wholeheartedly in building lasting relationships with our pupils, and we hope when they have left us after the 6th Form that they will return to visit, to give assemblies, and to discuss ideas about how we can further improve education at the school.

Diversity and religion

Our intake will reflect the ethnic and social diversity of Lambeth. We will not have a religious ethos, but will teach and be tolerant of all religions and cultures. Our curriculum will be designed for all pupils, regardless of their background, and will ensure pupils are well-informed about British culture and other cultures.

Community Engagement

Informed by the experience of American Charter Schools, the MCS will meet this challenge in two ways:

(1) Through a broad programme of outreach and engagement. The school recognises that it must work with the local community so that all parents and carers are aware of the opportunity it presents and ensure that applications are reflective of the area's whole population.

(2) Through an explicit commitment to diversity in the school's ethos and pedagogy. The school intends to work closely with supplementary schools in the area to understand the specific needs of their pupils.

The school will not have a religious ethos but, rather, will embody the values of the Enlightenment, encouraging pupils to discuss a range of different ideas in an atmosphere of intellectual freedom. The school will not hold up a mirror to its pupils so that the values they already have are reflected back at them, but will challenge them, interrogating their assumptions and prejudices and encouraging them to think for themselves. The focus will be on introducing pupils to the best that has been thought and said so they can put the ephemeral wisdom of the day into perspective.

Section 5: Evidence of demand and marketing

Our numbers as of 26/05/2011:

Year 3 or younger: 47 families who have registered their children to have MCS as one of their 6 choices

Year 4: 65 families who have registered their children to have MSC as one of their 6 choices

Year 5: 71 families who have registered their children to have MSC as one of their 6 choices

Year 6 or older: 18 families who are hugely supportive of the school & have registered interest

TOTAL: 201 families

The minimum requirement for the application is 60 year 4s and 60 year 5s. We have therefore exceeded this requirement. We asked families whether they would like to register their children for the school as one of their 6 choices for secondary school.

These people are from the following postcodes:

Yr5

SW2 SW4 SW8 SW9 SW12 SW16

SE5 SE6 SE11 SE17 SE19 SE21 SE 23 SE24 SE25 SE26 SE27

Yr4

SW1 SW2 SW4 SW8 SW9 SW11 SW12 SW16

SE5 SE6 SE11 SE21 SE25 SE26

What we have done

Expressions of Interest in the Michaela Community School have been sought and collected via the school's website and in person. This has been done in the main by giving out 20 thousand leaflets in the local area, in Brixton Market, in local parks, and by knocking on doors. We have deliberately targeted families on the estates, coming from deprived areas. As we only began talking about the school in mid April, exposing local people to the idea for 6 weeks, it is anticipated that the numbers of interested families will increase dramatically over the coming months as word gets out about the school and as application to secondary school becomes more of an urgent matter. The school is expected to be over-subscribed because of the general air of desperation we feel from local parents.

Some quotes from the feedback that we have had:

Local parent and resident who is interested in finding a highly academic school for her children.

██████████
We have also met with 6 local primary head teachers and have given out flyers to all of their year 3/4/5 children. We have another 5 primary heads who have agreed to meet and we hope that others will follow. Parents and carers of children have asked to be included in a database to register their interest in the school - as a school that they would wish to include in their 6 choices for secondary school – the numbers increase on a daily basis. Most of the parents who have registered are the hard-to-reach parents, who we have found through flyering and knocking on doors.

What we will do – Further marketing

The formal application process will be supported by a robust marketing campaign with a series of open events scheduled, further face-to-face meetings with primary schools and a credible community engagement process. This will take place through the summer, continuing with more flyers, and through publicity with local press, radio and TV. We will target parents through popular local media such as the radio stations Vibe and Genesis, the South London Press, VOX Africa TV and local community meetings. All of this has already been done and we have personal contacts at these various institutions. These relationships and their support will continue into the future. The Michaela Community School will have its own stall at the Lambeth Country Show this July which is a massive fun fair over the weekend, with most of the community attending.

We have a series of community meetings set up through the summer, through Tony Warner's Black History Walks and Tony Sewell's Generating Genius programme. Using our extensive network, we will regularly meet with different groups to ensure that we keep the buzz around the school.

Marketing that will continue through the years to come will involve establishing permanent links with the local primary schools. Some have already shown an interest in doing so.

Our supporters

We have a number of supporters who write in, simply because they like the ethos of the school. They like the private school way being brought to the inner city, that MCS is where tradition and innovation meet. We always ask these people to forward an email with our website, advertising the school, to all of their friends, and they then forward on that email. Our target audience is everyone and anyone who lives in Lambeth. We are keen to get the entire community behind the school.

██████████, who is a volunteer, works full-time for MCS and is charged with our marketing and maintaining our database of supporters. He is out on the streets of Lambeth 3 or 4 times per week and will continue doing this throughout the summer.

Faith groups

We are currently making contact with the pastors of the local churches. With the pastors on board, we will be able to speak to entire congregations about the school. We have also made contact with a number of local community groups who have been spreading word about our school via email. The Reverend ██████████ is one of these people, who already works with vulnerable young people in the area and who will continue to spread the word about our school.

Materials & Media

At the moment, we have given out nearly 20,000 flyers and we have a website. We plan to have another 20,000 flyers printed, this time addressing some of the myths surrounding free schools. We will eventually have a mini-prospectus/brochure. ██████████, who is on the steering group, is in charge of the website and its upkeep. ██████████ is in charge of responding to incoming emails about the school.

The school has attracted quite a bit of media attention. We have established an ongoing relationship with the Sunday Times and the South London Press. Both papers will be reporting on MCS regularly until it opens. ██████████ often writes about the school in The Daily Telegraph. The Southwark News is also keen to do further articles about the school. The BBC did a short film on the school and it is up on our website. We are also making our own two short films. ██████████, a film-maker, is organising this in June so that we can then send these out via email to all of our supporters and interested parties, and put them up on our website and on Youtube.

Costs

Our costs have been considerable so far. We have met our expenses through fundraising and donations from individuals.

Consultation

Our consultation period will take place straight after we have had approval from the DfE. It will last between September and December - certainly lasting a minimum of 12 weeks.

Questions that will be addressed during the consultation period will be:

- Should the Michaela Community School enter a funding agreement with the SoS?
- What exactly is a free school?
- Is the MCS taking money away from local schools?
- What makes MCS unique?
- Is parental choice important?
- What are the shortages in the borough both at secondary and primary?
- How will MCS benefit the local community?
- How will MCS work in tandem with Sports Action Zone and the community organisations there?
- What would be the best admissions policy for the MCS?

During the consultation period we will be speaking to various groups through a range of methods, (pubs, churches, local halls) including one large meeting with the local community at the end of September. We hope that the main meeting will take place at the Town Hall. We will discuss with this with the local authority when we meet with Cllr Steve Reed on 25 July. We will invite all members of the community, including local parents, people from the local authority, various community groups, including those who are currently using some of the space at [REDACTED], primary heads, secondary heads, heads of FE colleges. We will invite all of the above from both Lambeth and Southwark as we will likely draw our intake from both of these boroughs.

Those people who sign up in advance of any meeting, will have an agenda forwarded to them and we will ask for their input as to what they would like to add to the agenda. We will make it clear via email before meetings that people will be able to respond to anything that is said either to us personally, via email or on the website. There will also be a clear way of responding to these questions on our website. During the consultation period, these questions will be clearly posted on our website, inviting everyone to take part in the discussion.

We will consider feedback from all of the meetings and conversations and this will help to form some of our decisions. We are keen to hear the community's thoughts about our admissions code. Any suggestions that are of use to us, we will take on board and make use of them. We will let everyone know via email of our decisions regarding their suggestions. Written suggestions will be dealt and answered individually.

Shortage of places

The local authority recognises that this is a massive shortage of school places in the borough. One third of Lambeth secondary school children are currently educated outside the borough. This year, there has been a shortfall of 433 year 7 places for the year 6 residents of Lambeth. See the appendix below for further details. This means that even with our school taking in 120 year 7s in 2012, Lambeth will still have a shortage of just over 300 places. Out of 14 inner London Boroughs, Lambeth is one of the worst three for being able to place children in secondary schools within borough.

Secondary School Applications and Offers in England March 2011 – Lambeth

Applications received from parents of children living in the area of the authority

Lambeth 2421

Lambeth receive the fifth highest number of applications when compared to other LAs in Inner London. The only other LA that receive more are Southwark (2520), Tower Hamlets (2622), Lewisham (2821) and Newham (3643)

The sum of the admission number of all secondary schools

Lambeth 1988

This means for every one child in Lambeth there are 0.82 secondary school places. This puts Lambeth with the lowest ratio of applications to school places in Inner London. Most LAs have a ratio of more than 1, indicating that in these boroughs there are more school places than applications. The only other boroughs with a ratio of less than 1 are: Lewisham (0.91), Hackney (0.93) and Southwark (0.96).

Considering these two figures in March 2011 there was a shortage of 433 secondary school places.

Percentage of offers: Highest preference

Lambeth 56.7%

Lambeth faces the challenge that only 56.7% of applicants receive their highest preference school, only Wandsworth, Southwark and the City of London face a similar challenge, with the percentage of offers being 55.5%, 52.5% and 44.4% respectively.

Home application with offers to a school in the area of the local authority

Lambeth 66.9%

This places Lambeth as one of the three worst Local Authorities at placing applicants with a school in the local authority; Hammersmith and Fulham (63.2%) and City of London (0.0%) have an even lower percentage.

This means that 33.1% of Lambeth applicants receive an offer to a school in another LA. Compare this to the average for London which is 18.7% and the lowest Tower Hamlets which is 4.8%

It is clear from our marketing, consultation with local families and conversations with people in the streets that there is a real need for another secondary school in Lambeth – any type of school. But MCS does more than just provide another school for Lambeth. It provides a school with an academic focus, which simply does not exist in north Lambeth. MCS will transform the current Ebac results for the borough. As our reputation for being able to do this grows within the community, the school will speak for itself and our popularity will increase. Our traditional/innovative approach to education is appealing to the local community in Lambeth and we expect that we will soon have to open a second school to address the demand.

Section 6: Organisational capacity and capability

LEGAL, STRUCTURE AND ORGANISATION

1. Capacity and capability to set up the school

The Michaela Community School has been registered as a company limited by guarantee/ Academy Trust. Registration number: 7645701

The team brings together a wide range of expertise and skills: experienced teachers; educationalists; financial and business experts; an experienced project manager; a practising lawyer; charity trustees; local parents and pupils; and those passionate about the particular issues facing the area, who believe that the ethos of MCS will provide a much-needed service.

The Company Board comprises the following:

Company Members:

[REDACTED]

[REDACTED]

[REDACTED]

Company Directors:

[Redacted]

[Redacted]

[Redacted]

[Redacted]

CVs of the Directors and Members are in an appendix at the end.

Governing Body: In addition to the above, further appointments will be made to the Governing Body:

[Redacted]

- Staff members
- Human Resources Manager
- Parent members.

Steering Group: The Steering Group provides essential input and is made up of a wider team of specialists, experts and local supporters, in addition to the Governing Body. These include, inter alia:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The Steering Group currently meets once a month to discuss progress, prepare the application, identify the appropriate site, organise publicity of the school. All members are volunteers and providing their time, expertise and energy free of charge so keeping current costs at a minimum.

Other partners:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Going forward, it is envisaged that further skills will be needed on the Steering Group. These include: a building project manager, an additional finance/accounting governor, a human resources manager, a representative from the local authority where MCS is located. The Steering Group will invite relevant people from its very extensive collective network and advertise for such support.

2. Appointment of Principal Designate

[REDACTED]

[REDACTED]





3. Capability and capacity to run the school

• **Governing Body**

We understand that the Governing Body is it is legally attached to the Academy Trust. It is responsible for the maintaining the vision and ethos of the school and holds the Principal accountable for the management of the school.

It has so far been responsible for the set-up of the team, preparation of this application, identification of a suitable site, general awareness raising and publicity and all other needs. It has appointed [REDACTED] and will formulate the practices and policies to be adopted once the school is open.

MCS has initially limited the Governing Body to a small and dynamic set of people who are fully committed to establishing this school so that decisions can be made quickly and costs and time can be saved.

As set out above, some members of the Governing Body have already been identified: [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. Further members will be added.

These include members with appropriate skills and experience such as:

- Teaching Staff
- Additional Financial and accounting experience
- Property, building, surveying experience
- Marketing
- Human Resources, Health and Safety

MCS plans to sources these members through publicly advertising for them, via the Schools Governor's One Stop Shop, National Governors Association, trade and professional bodies, articles in the newspaper and local volunteering centres as well through other extensive personal networks.

• **Recruitment of Staff**

In hiring staff, the Principal and Governing Body will expect candidates to undergo a thorough application and interview process. This will involve a written application that will include a requirement to answer specific questions regarding the ethos of Michaela Community School. Questions like: What experience in your teaching career demonstrates that you are supportive of the ethos of MCS? Why do you believe you are suitable to this role and to MCS, given its unique ethos and values? What are your personal views on benchmarking? In your view, is competition a good thing? What kinds of problems do you foresee with the ethos of MCS? What do you think of the knowledge v skills debate?

Candidates who get through the first stage will be invited for a day's interview. This will include a variety of activities, depending on the role and the level of responsibility. For activities involving children, we will use [REDACTED] in Stockwell - their year 6s. Activities will include:

- Giving assembly
- Teaching a lesson
- In-tray exercise
- Group exercise
- Data analysis exercise
- Observing a lesson
- Giving feedback on a lesson
- Presentation
- Timed questions interview
- Standard interview
- Planning a lesson

• **Teaching/Staffing structure**

MICHAELA COMMUNITY SCHOOL STAFFING Subject Area Departmental Growth

Abbreviations:

HOD^{Senior}: Head of Department who has been categorised on the higher end of the TLR pay scale, e.g. a TLR of 1

HOD^{Junior}: Head of Department who has been categorised on the lower end of the TLR pay scale, e.g. a TLR of 2 or 3

2i/c(XX)^{HODJ}: Deputy Head of Department who has been categorised on the lower end of the TLR pay scale, e.g. a TLR of 2 or 3

HOD^{Senior}(24) or Teacher(XX): the number in the brackets is the teaching allocation in the main day. **Teachers will have a maximum of 24 'Main Day' Lessons and 5 'Extended Day' Lessons.**

Note

Each member of staff listed in the table is a full time member of staff

Mathematics - staff allocations against demand

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	24	HOD ^{Senior} (24)						
2	47	HOD ^{Senior} (23)	Teacher(24)					
3	70	HOD ^{Senior} (21)	Teacher(24)	Teacher (24)				
4	94	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher(24)	Teacher (24)	additional support(3)		
5	118	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher(24)	Teacher (24)	Teacher (24)	additional support(3)	
6	136	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher(24)	Teacher(24)	Teacher (24)	Teacher (24)	additional support(3)
7	154	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	2i/c(22) ^{HODJ}	Teacher(24)	Teacher (24)	Teacher (24)	Teacher (17)

Science- staff allocations against demand

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7	<p>Note: KS4 Provision - 4 Science Classes GCSE Groups. 3 with Double Science taught in 6 lessons per week and one class with Triple Science taught in 9 lessons per week - this allocation can be reviewed.</p> <p>Key Stage 5 provision: Human Biology, Biology, Chemistry and Physics</p>
1	20	HOD ^{Senior} (2Q)							
2	39	HOD ^{Senior} (21)	Teacher (18)						
3	58	HOD ^{Senior} (21)	Teacher (24)	Teacher (13)					
4	85	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (18)				
5	112	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher(24)	Teacher (24)	Teacher (21)			
6	136	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Teacher (24)	Teacher (21)		
7	160	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Teacher (24)	Teacher (23)	

English - staff allocations against demand

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	24	HOD ^{Senior} (21)	Senco(3) ^{HODS}					
2	48	HOD ^{Senior} (24)	Teacher (24)					
3	72	HOD ^{Senior} (21)	Teacher (24)	Teacher (24)	Senco(3) ^{HODS}			
4	96	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Senco(5) ^{HODS}		
5	120	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Teacher (24)	Senco(5) ^{HODJS}	
6	138	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Teacher (24)	Teacher (23)	

7	156	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Teacher (24)	Teacher (19)
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Languages- staff allocations against demand

Note

HTeacher = Head Teacher

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	12	HOD ^{Senior} (12)						
2	26	HOD ^{Senior} (24)	HTeacher(3)					
3	40	HOD ^{Senior} (21)	Teacher (21)					
4	55	HOD ^{Senior} (21)	Teacher (24)	Teacher (15)				
5	70	HOD ^{Senior} (21)	2i/C(22) ^{HODJ}	Teacher (24)	Teacher (11)			
6	82	HOD ^{Senior} (21)	2i/C(22) ^{HODJ}	Teacher (24)	Teacher (23)			
7	94	HOD ^{Senior} (21)	2i/c(22) ^{HODJ}	Teacher (24)	Teacher (24)	Teacher (11)		

Geography - staff allocations against demand

Note

Hums (6,10,6) = Humanities teacher offering Geography, History and Religious Studies, this is a headcount of 1 over Geography, History and Religious Studies

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	8	Geog/Hist (8,12)						
2	20	Teach (20) ^{TS}						
3	28	Teach (24) ^{TS}	Geog/Hist (4,8)					
4	34	HOD ^{Junior} (22)	Teacher (12)					
5	40	HOD ^{Junior} (22)	Teacher (18)					
6	46	HOD ^{Junior} (22)	Teacher (24)					
7	52	HOD ^{Junior} (22)	Teacher (24)	Hums (6,10,6)				

History - staff allocations against demand

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	12	Geog/Hist (8,12)						
2	20	Teach (20) ^{TS}						
3	32	Teach (24) ^{TS}	Geog/Hist (4,8)					
4	38	HOD ^{Junior} (22)	Teacher (16)					
5	44	HOD ^{Junior} (22)	Teacher (22)					
6	50	HOD ^{Junior} (22)	Teacher (24)					
7	56	HOD ^{Junior} (22)	Teacher (24)	Hums (6,10,6)				

Religious Studies - staff allocations against demand

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	4	Senior Team						
2	8	Senior Team						
3	12	Teach(12) ^{TS}						
4	15	HOD ^{Junior} (15)						
5	18	HOD ^{Junior} (18)						

6	Z4	HOD ^{Junior} (18)	Hums (6,10,6)	
7	30	HOD ^{Junior} (22)	Hums (6, 10, 6)	additional support(2)

Music - staff allocations against demand

Note

In Year 1: Teach(8) 0.6 staff is a part-time member of staff on a x0.6 contract.

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	8	Teach(8) ^{TS} 0.6 staff						
2	16	Teach(16) ^{TS}						
3	Z4	Teach(24) ^{TS}						
4	Z7	HOD ^{Junior} (22)	Mus/Dra (5, 3)					
5	30	HOD ^{Junior} (22)	Mus/Dra (8, 6)					
6	36	HOD ^{Junior} (22)	Mus/Dra (14, 6)					
7	4Z	HOD ^{Junior} (22)	Mus/Dra (20, 6)					

Art - staff allocations against demand

Year	Lessons	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
1	8	Teach(8) ^{TS} 0.4 staff						
2	16	Teach(16) ^{TS}						
3	Z4	Teach(24) ^{TS}						
4	30	HOD ^{Junior} (22)	Teacher(6)					
5	36	HOD ^{Junior} (22)	Teacher(14)					
6	4Z	HOD ^{Junior} (22)	Teacher(20)					
7	48	HOD ^{Junior} (22)	Teacher(24)					

Rationale

Appointments of Head of Departments and Subject Leaders

All departments will be staffed with a Head of Department or Subject Leader from Year 1 (2012-2013). In the case of Mathematics, English, Science and Languages we have decided that the HOD will be paid a high teaching and learning responsibility. [REDACTED]. We have made this decision to ensure that we attract a high-calibre candidate who will contribute not only to the leadership of the department but also the school leadership and improvement strategy.

[REDACTED]. This gives the opportunity and flexibility in finance forecasting to pay a small TLR which will reflect the additional work beyond normal classroom teaching. The Subject Leader roles will develop into a Head of Department position by the fourth year, with appointments made so their teaching will begin in Year 4 (2015-2016), ready for GCSE teaching.

Appointments of Second in Charge of Department (2i/c)

In the Mathematics, English and Science departments we will appoint a 2i/c ready for first teaching in Year 4 (2015-2016). We will appoint an additional 2i/c when the school grows to full capacity, i.e. ready for first teaching in Year 7 (2018-2019). These are necessary appointments because of the size of departments at these stages and the need to assign responsibility for Key Stage 3, 4 and 5 teaching.

In the Languages department will appoint a 2i/c ready for first teaching in Year 6 (2017-2018), this is needed so as to divide responsibility for Key Stage 3, 4 and 5 teaching.

Timetable allocations

Head of Departments of Mathematics, English, Science and Languages will have a 2 lesson reduction in their timetable to account for their responsibility. Subject Leaders, 2i/c, and heads of smaller departments will have a one lesson timetable reduction. These allocations can be reviewed as the school grows and other responsibilities are assigned e.g. heads of year, gifted and talented.

A main scale teacher without any school responsibilities will have a 'main-day' allocation of 24 lessons out of 30

lessons, and a further 'extended day' allocation of 5 lessons out of 8 lessons. The extended day lessons will be of a different nature with 3 allocated to sports and one to homework/prep supervision. This equates to twenty four hours and ten minutes contact time.

The table below shows the growth of the school year by year and the positions that will be appointed.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Headteacher	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher
				Deputy Head	Deputy Head	Deputy Head
Deputy Head	Deputy Head	Deputy Head	Deputy Head	Deputy Head	Deputy Head	Deputy Head
Assistant Head	Assistant Head	Assistant Head	Assistant Head	Assistant Head	Assistant Head	Assistant Head
HoD(Maths) ^{HOD'S}	HoD(Maths) ^{HOD'S}	HoD(Maths) ^{HOD'S}	HoD(Maths) ^{HOD'S}	HoD(Maths) ^{HOD'S}	HoD(Maths) ^{HOD'S}	HoD(Maths) ^{HOD'S}
HoD(Eng) ^{HOD'S}	HoD(Eng) ^{HOD'S}	HoD(Eng) ^{HOD'S}	HoD(Eng) ^{HOD'S}	HoD(Eng) ^{HOD'S}	HoD(Eng) ^{HOD'S}	HoD(Eng) ^{HOD'S}
HoD(Sci) ^{HOD'S}	HoD(Sci) ^{HOD'S}	HoD(Sci) ^{HOD'S}	HoD(Sci) ^{HOD'S}	HoD(Sci) ^{HOD'S}	HoD(Sci) ^{HOD'S}	HoD(Sci) ^{HOD'S}
HoD(Lang) ^{HOD'S}	HoD(Lang) ^{HOD'S}	HoD(Lang) ^{HOD'S}	HoD(Lang) ^{HOD'S}	HoD(Lang) ^{HOD'S}	HoD(Lang) ^{HOD'S}	HoD(Lang) ^{HOD'S}
Senco ^{HOD'S}	Senco ^{HOD'S}	Senco ^{HOD'S}	Senco ^{HOD'S}	Senco ^{HOD'S}	Senco ^{HOD'S}	Senco ^{HOD'S}
Teach(Ge/Hi) ^{1S}	Teach(Ge) ^{1S}	Teach(Ge) ^{1S}	Teach(Ge) ^{1S}			
Teach0.4(Art) ^{1S}	Teach(Art) ^{1S}	Teach(Art) ^{1S}				
Teach0.6(Mus) ^{1S}	Teach(Mus) ^{1S}	Teach(Mus) ^{1S}				
	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}
	Teach(Sc) ^{1J}	Teach(Sc) ^{1S}	Teach(Sc) ^{1S}	Teach(Sc) ^{1S}	Teach(Sci) ^{1S}	Teach(Sci) ^{1S}
	Teach(Eng) ^{1J}	Teach(Eng) ^{1S}	Teach(Eng) ^{1S}	Teach(Eng) ^{1S}	Teach(Eng) ^{1S}	Teach(Eng) ^{1S}
	Teach(Hi) ^{1S}	Teach(Hi) ^{1S}	Teach(Hi) ^{1J}			
		Assistant Head	Assistant Head	Assistant Head	Assistant Head	Assistant Head
		Teach(Eng) ^{1J}				
		Teach(Ge/Hi) ^{1J}				
		Teach(Lang) ^{1J}	Teach(Lang) ^{1J}	Teach(Lang) ^{1J}	Teach(Lang) ^{1J}	Teach(Lang) ^{1J}
		Teach(Maths) ^{1J}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	Teach(Maths) ^{1S}
		Teach(Sc) ^{1S}	Teach(Sci) ^{1S}	Teach(Sci) ^{1S}	Teach(Sci) ^{1S}	Teach(Sci) ^{1S}
		Teach(RE) ^{1S}	HOD(RE) ^{HODJ}	HOD(RE) ^{HODJ}	HOD(RE) ^{HODJ}	HOD(RE) ^{HODJ}
			2i/c(Eng) ^{HODJ}	2i/c(Eng) ^{HODJ}	2i/c(Eng) ^{HODJ}	2i/c(Eng) ^{HODJ}
			2i/c(Sci) ^{HODJ}	2i/c(Sci) ^{HODJ}	2i/c(Sci) ^{HODJ}	2i/c(Sci) ^{HODJ}
			HoD(Hist) ^{HODJ}	HoD(Hist) ^{HODJ}	HoD(Hist) ^{HODJ}	HoD(Hist) ^{HODJ}
			HoD(Music) ^{HODJ}	HoD(Music) ^{HODJ}	HoD(Music) ^{HODJ}	HoD(Music) ^{HODJ}
			HoD(Art) ^{HODJ}	HoD(Art) ^{HODJ}	HoD(Art) ^{HODJ}	HoD(Art) ^{HODJ}
			HoD(Geog) ^{HODJ}	HoD(Geog) ^{HODJ}	HoD(Geog) ^{HODJ}	HoD(Geog) ^{HODJ}
			2i/c(Maths) ^{HODJ}	2i/c(Maths) ^{HODJ}	2i/c(Maths) ^{HODJ}	2i/c(Maths) ^{HODJ}
			Teach(Lang) ^{1J}	Teach(Lang) ^{1J}	Teach(Lang) ^{1J}	Teach(Lang) ^{1J}
			Teach(Art) ^{1J}			
			Teach(Mus/Dr) ^{1J}	Teach(Mus/Dr) ^{1J}	Teach(Mus/Dr) ^{1J}	Teach(Mus/Dr) ^{1J}
			Teach(Maths) ^{1S}	Teach(Maths) ^{1S}	2i/c(Maths) ^{HODJ}	2i/c(Maths) ^{HODJ}
			Teach(Eng) ^{1S}	Teach(Eng) ^{1S}	2i/c(Eng) ^{HODJ}	2i/c(Eng) ^{HODJ}
			Teach(Eng) ^{1S}	Teach(Eng) ^{1S}	Teach(Eng) ^{1S}	Teach(Eng) ^{1S}
			Teach(Sci) ^{1J}	Teach(Sci) ^{1J}	Teach(Sci) ^{1S}	Teach(Sci) ^{1S}
			Teach(Geog) ^{1J}	Teach(Geog) ^{1J}	Teach(Geog) ^{1J}	Teach(Geog) ^{1J}
			Teach(Hist) ^{1J}	Teach(Hist) ^{1J}	Teach(Hist) ^{1J}	Teach(Hist) ^{1J}
			Teach(Art) ^{1J}	Teach(Art) ^{1J}	Teach(Art) ^{1J}	Teach(Art) ^{1J}
			Teach(Music) ^{1J}	Teach(Music) ^{1J}	Teach(Music) ^{1J}	Teach(Music) ^{1J}
			2i/c(Lang) ^{HODJ}	2i/c(Lang) ^{HODJ}	2i/c(Lang) ^{HODJ}	2i/c(Lang) ^{HODJ}
			HofSixth(AH)	HofSixth(AH)	HofSixth(AH)	HofSixth(AH)
				Teach(Eng) ^{1S}	Teach(Eng) ^{1J}	Teach(Eng) ^{1J}
				Teach(Ma) ^{1S}	Teach(Ma) ^{1S}	Teach(Ma) ^{1S}
				Teach(Sci) ^{1J}	Teach(Sci) ^{1S}	Teach(Sci) ^{1S}
					Teacher(Hum) ^{1J}	Teacher(Hum) ^{1J}
						2i/c(Sci) ^{HODJ}
						Teach(Lang) ^{1S}
						Teach(Eng) ^{1J}
						Teach(Ma) ^{1J}
						DHofSixth ^{HODJ}

The table below shows the headcount for each different category of teacher. The category of NonSp stands for non-specific teacher; that is, a teacher who has not been assigned a particular subject. This is to ensure a sufficient supply and demand ratio so that we can give a full offering at Key Stage 4 and 5. A non-specific teacher will be on a Junior Teacher Salary.

Head	1	Head	1	Head	1	Head	1	Head	1	Head	1	Head	1
DH	1	DH	1	DH	1	DH	1	DH	2	DH	2	DH	2
AH	1	AH	1	AH	2	AH	2	AH	3	AH	3	AH	3
HoDS	5	HoDS	5	HoDS	5	HoDS	5	HoDS	5	HoDS	5	HoDS	5
HoDJ	0	HoDJ	0	HoDJ	0	HoDJ	8	HoDJ	9	HoDJ	9	HoDJ	13
TeachS	2	TeachS	5	TeachS	9	TeachS	6	TeachS	8	TeachS	10	TeachS	10
TeachJ	0	TeachJ	2	TeachJ	4	TeachJ	5	TeachJ	7	TeachJ	8	TeachJ	10
NonSp	0	NonSp	0	NonSp	0	NonSp	2	NonSp	2	NonSp	4	NonSp	4

Note 1:

In Year 1, 2 and 3 we will appoint a 'Subject Leader' for Art, Music, History and Geography this post will be categorised as a Teacher-Senior. In Year 4 we will appoint a Head of Department for these subject areas.

Note 2:

Drama will be taught in the English Curriculum offering. In Year 4 onwards Drama will be offered as a GCSE and will be taught by a Performing Arts teacher, this appears as Music/Drama on the staff allocation.

Note 3: RE will be taught by the Senior Team in Year 1 and 2. We will appoint a 'Subject Leader' in Year 3 this is categorised as Teacher-Senior. In Year 4 we will appoint a Head of Department for RE.

Note 4: There is a slight over-prediction as we have not at this point allocated teaching workloads to the Senior Team as this will depend on their Subject Areas.

Supply and Demand pre-KS5

Key Stage 3 showing the **lesson allocation** for all subjects

Subject	Year 7 ALL GROUPS	Year 8 Top Set	Year 8 Other groups	Year 9 Top Set	Year 9 Other groups
Mathematics	6	5	6	5	6
Science	5	4	5	4	5
English	6	6	6	6	6
French	3	3	3	3	3
Spanish	0	2	0	2	0
Geography	2	3	3	2	2
History	3	2	2	3	3
Religious Studies	1	1	1	1	1
Music	2	2	2	2	2
Art	2	2	2	2	2

Key Stage 4

Mathematics, English and Science will each be allocated 6 lessons for GCSE teaching.

They will be offered:

- 2 GCSEs in Mathematics: Mathematics and Statistics or Twin-Pair Qualification that is being trialled
- 2 GCSEs in English: English Language and English Literature
- 1, 2 or 3 GCSEs in Science: either single GCSE Science (in which case they would have 3 lessons), double award GCSE Science or Triple Science, i.e. Physics, Chemistry and Biology.

Other option subjects will each be allocated 3 lessons for GCSE teaching

Supply and Demand pre-KS5

Subject	Year 7 ALL GROUPS	Demand x 4	Year 8 Top Set	Demand x 1	Year 8 Other groups	Demand x 3	Year 9 Top Set	Demand x 1	Year 9 Other groups	Demand x 3	Total
Mathematics	6	24	5	5	6	18	5	5	6	8	70
Science	5	20	4	4	5	15	4	4	5	15	58
English	6	24	6	6	6	18	6	6	6	18	72
French	3	12	3	3	3	9	3	3	3	9	36
Spanish	0	0	2	2	0	0	2	2	0	0	4
Geography	2	8	3		3	9	2	2	2	6	28
History	3	12	2	2	2	6	3	3	3	9	32
Religious Studies	1	4	1	1	1	3	1	1	1	3	12
Music	2	8	2	2	2	6	2	2	2	6	24
Art	2	8	2	2	2	6	2	2	2	6	24
Total Demand (1)		120		30		90		30		30	360

Subject Key Stage 4 Year 10	Number of lessons	Demand x 4
Mathematics	6	24
Science	6	24
English	6	24
Languages	3	12
Humanities	3	12
Option 1	3	12
Option 2	3	12
Total	30	120

Subject Key Stage 4 Year 11	Number of lessons	Demand x 4
Mathematics	6	24
Science	6	24
English	6	24
Languages	3	2
Humanities	3	2
Option 1	3	2
Option 2	3	12
Total	30	20

Supply and Demand Head Count

Headcount and then number of lessons supplied <u>Year 1 (2012-2013)</u>		Headcount and then number of lessons supplied <u>Year 2 (2013-2014)</u>		Headcount and then number of lessons supplied <u>Year 3 (2014-2015)</u>		Headcount and then number of lessons supplied <u>Year 4 (2015-2016)</u>		Headcount and then number of lessons supplied <u>Year 5 (2016-2017)</u>		Headcount and then number of lessons supplied <u>Year 6 (2017-2018)</u>		Headcount and then number of lessons supplied <u>Year 7 (2018-2019)</u>								
Head	1	0	Head	1	0	Head	1	0	Head	1	0	Head	1	0	Head	1	0			
DH	1	8	DH	1	8	DH	1	8	DH	1	8	DH	2	16	DH	2	16	DH	2	16
AH	1	16	AH	1	16	AH	2	32	AH	2	32	AH	3	48	AH	3	48	AH	3	48
HoDS	5	105	HoDS	5	105	HoDS	5	105	HoDS	5	105	HoDS	5	105	HoDS	5	105	HoDS	5	105
HoDJ	0	0	HoDJ	0	0	HoDJ	0	0	HoDJ	8	176	HoDJ	9	198	HoDJ	9	198	HoDJ	13	286
TeachS	2	48	TeachS	5	120	TeachS	9	216	TeachS	6	144	TeachS	8	192	TeachS	10	240	TeachS	10	240
TeachJ	0	0	TeachJ	2	48	TeachJ	4	96	TeachJ	5	120	TeachJ	7	168	TeachJ	8	192	TeachJ	10	240
NonSp	0	0	NonSp	0	0	NonSp	0	0	NonSp	2	48	NonSp	2	48	NonSp	4	96	NonSp	4	96
Total supply (2)	177	297			457			633			775			895			1031			

Note

Second column in each part of the table is calculated by multiplying the headcount by the number of lessons the teacher can teach. The Deputy Head (DH) has an allocation of 8 lessons, Head of Department Senior (HODS) has an allocation of 21 lessons, Head of Department Junior (HODJ) has an allocation of 22 lessons, Teacher Senior (TeachS) and Teacher Junior (TeachJ) each have an allocation of 24 lessons.

Key Stage 5

Standard timetable allocation will be 6 lessons per subject. Our expected subject offering will be:

Mathematics, Further Mathematics, Biology, Chemistry, Physics, Human Biology, English Language, English Literature, French, Spanish, Geography, History, Music and Art.

We have forecast the A-Level classes:

Subject	Number of Classes	Lessons Needed (Demand)
Mathematics and Further Mathematics	3	18
English	3	18
Biology	1	6
Chemistry	1	6
Physics	1	6
Human Biology	1	6
French	1	6
Spanish	1	6
Geography	1	6
History	1	6
Religious Studies	1	6
Music	1	6
Art	1	6
Total	17	102

So the supply and demand contact ratio (= demand ÷ supply) in the years 1 to 7 gives MCS an indication of the efficient and effective use of teaching staff

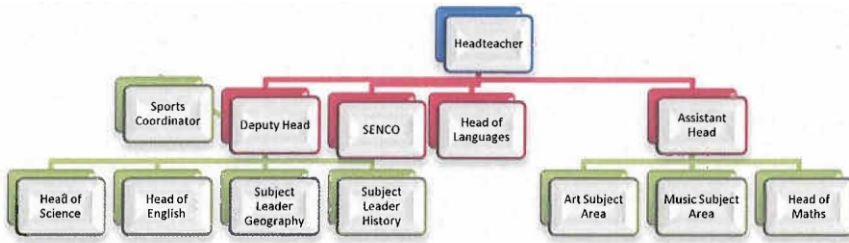
Headcount and then number of lessons supplied <u>Year 1 (2012-2013)</u>	Headcount and then number of lessons supplied <u>Year 2 (2013-2014)</u>	Headcount and then number of lessons supplied <u>Year 3 (2014-2015)</u>	Headcount and then number of lessons supplied <u>Year 4 (2015-2016)</u>	Headcount and then number of lessons supplied <u>Year 5 (2016-2017)</u>	Headcount and then number of lessons supplied <u>Year 6 (2017-2018)</u>	Headcount and then number of lessons supplied <u>Year 7 (2018-2019)</u>
120 ÷ 177 = 0.678	240 ÷ 297 = 0.81	360 ÷ 457 = 0.788	500 ÷ 633 = 0.790	620 ÷ 775 = 0.80	722 ÷ 895 = 0.807	824 ÷ 1031 = 0.799

Beyond Year 1 the supply and demand ratio is approximately 0.8 which would give MCS a full curriculum offering at Key Stage 4, 5 and Post-16.

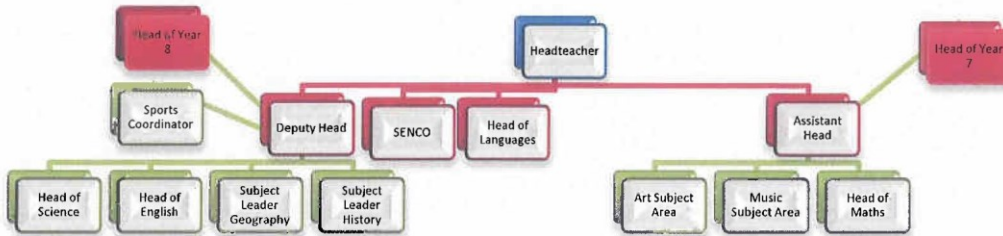
- ***Accountability***

Accountability and management will be run along standard lines used in schools. Thus, the Principal will be at the apex of the management structure and in charge of the running of the school. She will be supported by the Deputy Head (less teaching and more strategy/management) and an Assistant Head (more teaching and less strategy/management). Flowing from those positions will be Team Leaders, middle managers and teaching staff and non-teaching staff. A bursar will be employed to manage the finances and may be the most appropriate person to have responsibility for the non-teaching staff.

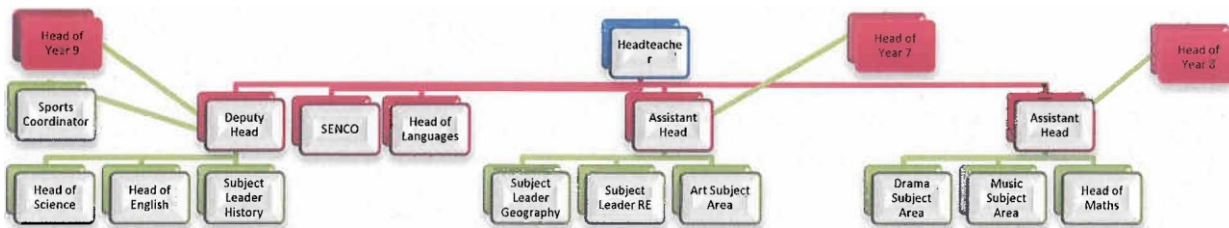
Lines of Accountability 2012-2013



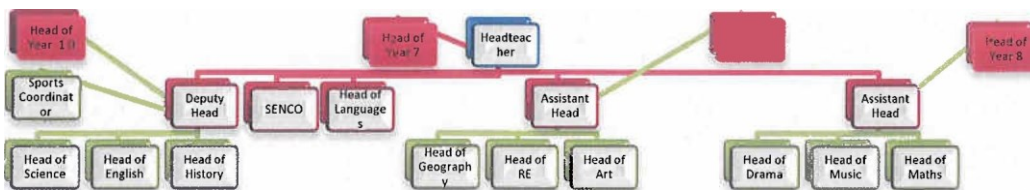
Lines of Accountability 2013-2014



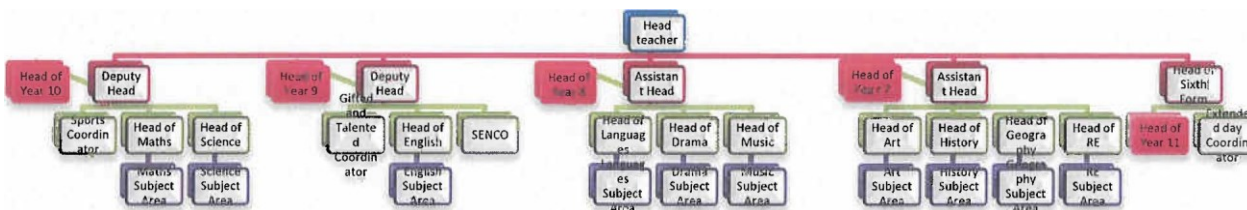
Lines of Accountability 2014-2015



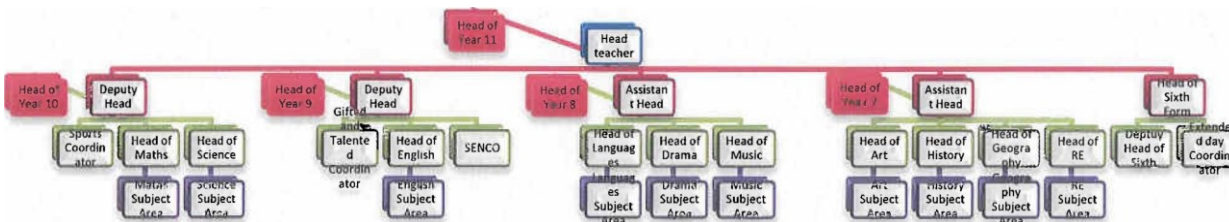
Lines of Accountability 2015-2016



Lines of Accountability 2016-2017



Lines of Accountability 2017-2019



- ***Relationship between Governors and Management***

We understand that, post-opening, the Governors will not be involved with the day-to-day running of the school but rather will be concerned with the overall strategic direction. As part of its role to monitor, evaluate and determine policies, it will act as the Critical Friend of the Principal and management body of the school.

It will ask questions like: is the Principal delivering the policies of the school?; are the pupils developing as we would like?; are we delivering value for taxpayers' money?; how can we raise additional funds for the school?; how should our school engage with other schools and the wider community?; are we fulfilling our legal obligations (health and safety, child protection)?.

The Principal will be accountable to the Governing Body on these and other similar issues. Being legally attached to the Academy Trust, the Governing Body is thus the vital connection between the management of the school (via the Principal) and the strategic aims and ethos initially agreed upon to direct the school. The Governing Body, through its connection with the Academy Trust, holds ultimate legal responsibility and liability for all the actions of the school. It therefore has an important vested interest in ensuring that the agreed aims and objectives are implemented.

The members of the Governing Body are acutely aware of the particular issues facing the school, particularly the fact that it will be located in an area of serious educational deprivation where there are a high proportion of children on free school meals. The members of the governing body will deal sensitively with this issues, as can be seen from their experience in dealing with similar issues.

After opening, the Governing Body will grow to include the additional skills identified above. It will also develop sub-committees responsible for different aspects of school governance, such as Finance, Staffing, Curriculum, etc. This will allow Governors the time to focus in on an area with more targeted expertise.

Eventually, we will expand the governing body to include 2 staff governors – one support staff, and one teaching staff. [REDACTED] will be the Chair of the governing body. We would also want to add one more parent governor. Once that is done, depending on the wishes of the new governing body, we may expand this to include another member of the community, to either be appointed by the local authority or to be found through the local newspaper, the South London Press.

Section 7: Premises

Our preferred site is the old [REDACTED] on [REDACTED] in Kennington, north Lambeth. Partnership for Schools have already assessed the site for us. We have also mentioned this to Lambeth council and have been told that they are willing to negotiate over its sale. We have chosen this site because it is an old school, literally with tables and chairs still in the classrooms. It is ideally located in the middle of a council housing estate, which is representative of what we are trying to do – change the lives of young people, especially those who live on the local estates.

[REDACTED], with the support of Kate Hoey MP, currently runs a number of sports activities on the site as part of the organisation CAZ – Community Action Zone. Both of them are eager for us to share this site with them. It is currently seen as a 'community hub' by the local community and to have the Michaela Community School at its centre makes sense.

Lambeth Council has a working relationship with SAZ and have provided them with a 125-year peppercorn lease for Site A. Site B currently has a number of things going on. The Michaela Community School would like to house itself in some of Site B's buildings. The Old [REDACTED] has been on the council's disposal list for years. From what we understand, they have had trouble selling it because it is listed and therefore developers are not interested in it. It is also listed for school use, making it even more difficult to dispose of. We understand that some years ago, a church group was interested in the whole of the school. Site A/B did not exist then. But the council was asking for ten times what the church would pay and negotiations broke down. The Council had, until 1.4.2011, maintained security on the site through SBEG and payments to Camelot. As matters stand now the site as a whole is costing the council about [REDACTED].

Some of the rooms in Site B have been in long term use by about 14 charitable and not-for-profit organizations who are aware, since the council took over the site on 1.4.2011, that their occupation could terminate at any time. These comprise: Creative Sparkworks, CM-Base, The Community and Youth Music Library, Fotosynthesis Community Photography, Insightshare London Hub, Pedal Power Kennington, Progress, Spiderlily, Treasure House, Waterloo Sports & Football Club, Young Futures, Yourstory, Universal Sports & Culture, and Robert Fry. The council currently agrees in principle to their occupation and a new licence agreement is currently being worked out between a constituted association representing all of the charity organisations on Site B and the council. Part of site B is also occupied by [REDACTED] who provide live-in guardians to deliver natural surveillance and reduce the risk of squatting. The Council can terminate [REDACTED] occupation at 6 weeks notice.

[REDACTED] is the main representative of these groups and we have met with the partners to discuss our possible plans. Given that we will not be using all of the space on Site B – certainly not in the short term - there is no reason why these groups cannot stay. It is not our intention to cause trouble for these people. We would be happy to share the space with them, depending on how much space there is, and how this would work logistically with the council, regarding sharing security costs etc. The exact size of site and the building space is not known but Partnership for Schools is getting the plans for the site from [REDACTED] and will soon be able to ascertain how much of the site we need. If the whole of Site B is acquired for us, then we would intend to negotiate with these groups, independently of Lambeth Council, to allocate them space, which would satisfy both them and us.

There is also the old [REDACTED] on [REDACTED] (next door to [REDACTED]) that is currently up for sale by the council. See the particulars below. This would make an ideal 6th form for MCS or temporary accommodation until [REDACTED] can be acquired. Depending on the size of [REDACTED], in the long term, to house 840 pupils, it might be necessary to purchase this site in addition to [REDACTED]. We do not have any funding to help to support site acquisition.

As an alternative site altogether, if the [REDACTED] site proves not to be viable, there is the [REDACTED] on [REDACTED], [REDACTED]. They have huge grounds and the hospital is

large enough to hold the whole of MCS. One section of it is still being used as a hospital. The other section is boarded up. There do not seem to be any current plans for the building.



Section 8: Initial costs and financial viability

Michaela Community School: Outline Financial Plan















APPENDIX A

DFE FINANCIAL MODEL

APPENDIX A: COMPLETE FINANCIAL MODEL FOR MCS



Department for
Education



Department for
Education



Department for
Education









APPENDIX B

CVS OF THE MCS GOVERNING BODY















[REDACTED]







[REDACTED]

















